



Digitized by the Internet Archive
in 2019 with funding from
UCL Library Special Collections

<https://archive.org/details/IOETNE031>



39067

THE NEW ERA

IN HOME AND SCHOOL

THE ORDINARY BOY IN THE GRAMMAR SCHOOL

THE ordinary boy can cope more or less adequately with his work, with his fellows and with authority, yet his full intelligence will not be released unless his ordinary difficulties of growing up are being in some degree solved. We aim, therefore, at understanding the emotional problems of the ordinary boy, primarily of course so that he may be happier, but also so that he may develop his full capacity to think and to work.

I would like to consider first the attitude of the young boy—the eleven- or twelve-year-old—to work. Many boys who have done well at their primary school and in the qualifying examination do not do well when first they come to a grammar school. We say that they take time to settle down. On closer inquiry what we often find is that the boy has come from a small village school where he has been taught by one or two teachers whom he has probably known for most of his life. Then he is suddenly uprooted. He comes to a school perhaps at a considerable distance from his village; the fact that he has had to pass an examination in order to be allowed to come gives his coming more solemnity and importance, and when he arrives he finds what seems to him a vast institution where everything is strange and where he is taught by a bewildering number of different masters. If this alarms him, he is unable to concentrate and so is unable to give the true measure of his mental capacity. This he can do only when he has begun to feel himself at home and to realize that the new people and new surroundings are friendly.

This hampering effect of fear on mental development is perhaps too obvious to need stressing, but it is interesting to see how important it is in determining which masters, and so which subjects, the boy is going to like and what he is therefore able to study with ease. It is not always obvious

at first sight why certain masters and certain subjects are popular. They are not always the men who seem to the adult eye to have the most charm and they are certainly not always subjects which have any very apparent interest in the elementary stage. What is it then that the boy is seeking and in what conditions does his mind work most easily?

His first necessity is security and so a boy of no more than average sensitivity often dislikes, and is unable to work for, a master who shouts or suddenly loses his temper. Similarly most boys hate a sarcastic master; they cannot give themselves to their work or their teacher because they must always hold something in reserve, to ward off the possible, withering remark that they dread. Happy, easy contact between the master and the boy is therefore the first requirement to create an atmosphere in which the boy can do his best. The master who goes out to meet the boy inspires trust and affection and his subject therefore seems attractive, since in a child's eyes the subject is endowed with the qualities of the man who teaches it. Naturally if the boy feels that the master shares his interests he is the more readily won. This personal contact makes it easy for him to work because it makes him feel secure and prevents him from slipping out of the group formed by the master and the class and becoming bored. But in the actual exposition of the subject itself it is still the same security that he seeks. The average boy likes the master, who, as he says, 'makes it clear'. It is usually only the exceptionally clever boy who can appreciate the more discursive approach of the possibly brilliant man, because his own flair for the subject gives him ease in handling it from the outset.

The problem of work, especially in a young boy, is closely bound up with the problem of

authority. Not only must he not be frightened of it if he is to be happy and free to work, but he must also have its support. In this connection it is interesting to see that it is very important to the boys that the masters should *see* their work even in a school where there is no competitive mark system and where they have no prizes to gain from their doing so. They need the support of the master's knowledge of their progress and his interest in their achievement. If they feel that he is uninterested, slack or inefficient, they lose confidence in him and so in their own capacity to learn the subject he teaches. On the other hand, confidence in his interest and efficiency becomes confidence in themselves and it is noticeable, even with senior pupils, that their faith in the master decides whether or not they have faith in themselves.

In general, in the case of the older boy, the problem presented to him by work may be a much more complicated one. It is true that the adolescent may be interested in a subject for its own sake and his attitude to it less crudely dependent on his attitude to the master who teaches it. He will probably also by this time be more personally secure, but other difficulties have now arisen to prevent him from working. Just as he is less simply dependent on the master's personality in his attitude to a subject, so he is also less easily inspired to work by the desire to please him. He may live in a village where most of his contemporaries are already earning, and this may tend to lessen his respect for school work, while the fact that they are free in the evening may make it very difficult for him to settle down to homework or reading. There is more to it than the actual problem of deciding on any given occasion to reject the proffered distraction. If he gets enough support from the people who teach him, the ordinary boy can cope with this well enough to do at any rate the necessary minimum. By 'giving him support' I mean here nearly always noticing whether the boy has really done the work and how well he has done it and being reasonably firm about his punctuality in handing it in. It is interesting to see how easy boys find it to do work which is absolutely definite in its nature, a translation of some sort, for example, and which is always handed in on a particular day. It is the more amorphous piece of work, for instance an essay involving a good deal of previous reading and

with no set time-limit, which drags on for weeks on end, all the time becoming more difficult to tackle.

This year we started tutor sets for the sixth form, which means that a number of masters are given special charge of about eight to a dozen boys who are able to consult them on any personal difficulty or any particular problem arising out of their work. It is noticeable that the boys find the system most valuable since many of them, especially when they first arrive in the sixth, find their new freedom from regular homework bewildering and feel that to have uncharted time stretching out before them is oppressive. I was interested to see with what relief a notorious and apparently cheerful slacker told me that he was not working and how glad he was to be able to discuss the problem of how to settle down in the evening. Because often the pupil who does not work, and whom one might assume to be a quite happy, unacademic kind of boy, is in fact conscious of a feeling of dissatisfaction and frustration which he attempts to hide, perhaps by a half-defiant attitude of bravado about his work. It is often a great help to be able to talk the problem over with another person, for the delightful thing about the ordinary boy is how quickly he responds.

But the boy's reluctance to work, perhaps because of the temptation of outside amusements, may have a more insidious effect. It may make the work itself seem unreal to him, and this problem of reality can be a very serious one for the senior boy. Many boys are faced at some time or other with the difficulty of ceasing to feel that the work they are doing or the subject they are studying has any meaning. This may express their feeling of dissatisfaction that they are cooped up learning while their friends are doing 'real' work for which they are paid. Sometimes a boy has specialized early and chosen a subject which appealed to some very youthful taste in him, chemistry because of an interest in explosions, or history because of an interest in battles. Perhaps as he grows up he fails to grow up in his subject but develops other interests outside, or begins to realize that he has chosen wrongly, and so he begins to feel that his work has no serious meaning for him.

But often this restlessness attacks a boy even when he has chosen what seems to be the right subjects for him. It may be the result of a

PSYCHOLOGICAL BOOKS

A large selection of new and standard books on Educational, Vocational and Child Psychology, Mental Tests, General Psychology, etc., always available.

SECOND-HAND BOOKS. A good selection at greatly reduced prices at 140 Gower Street, W.C.1.

LENDING LIBRARY. Medical and Scientific. Annual Subscription from ONE GUINEA.

PROSPECTUS POST FREE ON REQUEST.

LONDON:

H. K. LEWIS & CO., LTD.
136 GOWER STREET, W.C.1

Telephone : EUSTON 4282

conflict which he feels between his work and his home. Often when a boy comes from a poor home, the more advanced stages of his education present him with an acute problem of loyalty. It is not merely a question of beginning to speak in a more educated sort of way, for many boys deal quite successfully with that by having one language for talking to masters at school and another for home and the village. The boy feels that his range of interests has extended beyond that of his home circle and he may feel less at ease with his parents.

Boys react in different ways to this situation. I remember one who tried to share a growing interest in philosophy with a particularly frivolous and sentimental mother, and another who tried to force an enthusiasm for the paintings of Picasso upon a reluctant father. This may be painful for the parents, but the opposite reaction, to renounce the new interest because it cannot be shared with his parents, is of course most damaging for the boy. Very often a particularly close connection between a boy and his mother may be at the root of his failure to give himself to advanced work. I think of one, a boy who comes from a very poor, indeed sordid home. The mother is a widow, a pathetic and feckless character. The boy is deeply attached to her and feels keenly the conflict between her and the sort of work he is doing and the sort of life he can expect to have after he leaves school. He has been a boarder here for a long time and yet he has never been able to give himself wholeheartedly to his life and work here because it has seemed to him to involve a break with his home background which he is not prepared to make. He sees his problem clearly and one day, talking of his surroundings and interests at school,

he said to me: 'I think of all this and then I think of my mother and *this* does not seem real to me.'

There are other ways in which personal problems may hamper the mental development of the normal boy. One of the qualities one most wants to inculcate in one's pupils is the capacity to think clearly, but it is one which is greatly impeded by emotional muddle. Sentimentality and humbug or lack of personal confidence can all prevent a boy from being able to go straight for an important idea and follow it through. So many essays are ruined by the propitiatory or apologetic beginning. Boys often start with trivial general remarks instead of making a vigorous attack on their subject. It is interesting to see the connection between this and the way they talk. They pepper their explanations with 'I think', 'I mean' and other time-gaining defensive expressions. It is often very easy to show them how their use of clichés, in both speaking and writing, is a result of shrinking from direct contact, either with an idea or with the person they are talking to. Improvement in a boy's expression comes much more quickly if one can explain to him how his confusion in words springs from difficulties in his personality which he finds it both easy and liberating to recognize.

One very often finds intelligent boys who specialize in science or mathematics, who, when they come to write an English essay, produce very muddled work. This is sometimes of course because they know, as they say, that they can 'do maths', and so they feel free in dealing with mathematical ideas and can think quite clearly; whereas, as they say, 'I'm no good at English', and this initial belief in their incapacity clouds their minds, and they can either write nothing at all or else their expression is involved and confused. I think it is useful with such boys to show them that what they are learning in mathematics is not just a technique but a whole process of thought which can be applied to quite different subjects. It is not any use giving them the apparently very easy general essay subject, but if one sets them really hard, abstract subjects where they can apply the logical method they have learnt in mathematics, it is easier for them to make the transition and from developing mathematical ideas expressed in symbols to come to be able to develop general ideas expressed in words. They rapidly come to see that English

is not something quite different or something in which they feel inferior, but they recognize an essay subject as a problem in thinking and they bring to its solution the qualities of directness of attack and clarity of development which they learn in the subjects in which they are specializing.

The boy who has specialized in the arts subjects finds this particular kind of lucidity often more difficult to attain, but one has in his case the great compensation that in studying literature with him one has at one's disposal the best possible means of helping him to understand his own emotional difficulties, and so of liberating his mental capacity. French literature, for example, with its brilliant analysis of human passion and motive, provides an admirable field. For the first time probably the boy realizes that such things can be discussed, that the passions men and women stir in each other are not subjects to arouse shame or embarrassed laughter but are worthy of the most concentrated and penetrating study, since in reflecting upon them he is reflecting upon life. Up till then his idea of love has been based upon the absurd and tasteless versions of it he has seen at the cinema; now in French classical tragedy he meets it analyzed in both its nobler and baser aspects in a way which stirs his imagination and respect. He may also study one of that series of remarkable novels about adolescence which have appeared in France in this century, and here the boy can recognize some of his own ambitions and day-dreams given literary form. In such reading boys learn honesty and the ability to reflect upon their own and other people's behaviour, and what they reveal of their own emotional adaptation to life is of fascinating interest.

I hope I have illustrated how necessary it is to understand a boy's difficulties in order to educate him and how even the apparently cheerful, ordinary schoolboy has problems in which he needs help. Not only is it not a waste of time to take half an hour to discuss with him his reluctance to work, his shyness of authority, or his irritation with his fellows; such discussion by helping him to understand himself gives him an entry into the great study of human nature and by removing barriers in his personality helps him to use his full mental capacity.

The author of this article is Head of the Modern Language Department of a boy's grammar school, and that of the following is Senior House Master at the same school. Both wish to remain anonymous.—ED.

★ HARRAP ★

EXERCISES IN ELEMENTARY MATHEMATICS

K. B. Swaine, M.A.

This new course, which treats elementary mathematics as a single unified subject, has been planned to conform with the recommendations of the 1944 Conference of Representatives of Examining Bodies and Teachers' Associations.

186 pages.

5s. 6d.

HARRAP'S SCHOOL ANTHOLOGIES

Selected by J. A. Stone, M.A.

"These books are different. They answer to every mood of class and teacher . . . Few poetry books will give such pleasure as these well-printed, neatly-grouped, and thoroughly exciting selections."—*Times Educational Supplement*.

1. *Take Your Choice*

4s. 6d.

2. *Choose Again*

4s.

3. *A Further Selection*

Ready shortly

4. *More for the Choosing*

Ready shortly

WORDS WITH THE YEWBERRIES

P. E. Charvet, M.A. and
L. C. Harmer, M.A., Ph.D.

The aim of this entertaining book is primarily to help the pupil to acquire a practical French vocabulary of some 1,500 words or expressions. It is intended for the General Certificate year.

80 pages.

2s. 6d.

AUFENTHALT IN DEUTSCHLAND

W. E. Anderson, M.A.

A General Certificate course which can be fitted into either a two- or a three-year programme.

"The book moves at a good pace, but the grammatical treatment at every stage is thorough and there is liberal provision of exercises both for oral practice and written testing."—*Times Educational Supplement*.

Part I, 184 pages, 5s.

Parts III and IV
in the press.

Part II, 150 pages, 5s.

All prices subject to revision.

182 HIGH HOLBORN
LONDON W.C.1

HELPING PROBLEM BOYS IN A GRAMMAR SCHOOL

THIS school is a Voluntary Controlled Grammar School of about four hundred boys aged between eleven and nineteen. Entrance to the school is gained on the results of the usual County Examination, and we have a two-form entry, that is to say that we admit about sixty boys each year, including boarders. It should be emphasized that this is a school for normal boys of Grammar School intelligence into which some maladjusted boys of similar intellectual capacity are enabled to fit. The total number of four hundred includes eighty boarders who live in one House. Their organization for living is necessarily separate from that of the day boys, but we aim at avoiding the traditional cleavage between day boys and boarders. Naturally a 'problem' boy has to become a boarder if we are to do effective work with him; his behaviour at work, in games, at meals, in his dormitory provides us with useful data, and it is not difficult to find opportunities of making contact with him. The Local Education Authorities in several counties send us 'problem' boys and boys whose home circumstances are unsatisfactory. We feel it is important that the proportion of maladjusted boys in the House at any one time should be kept within certain limits, for there must be an ordinary atmosphere in which they can move freely. Our experience has been that some boys who had been described as very difficult in other circumstances quickly became ordinary members of the community, and this was almost entirely due to their realizing that they were in the midst of friendly people and that it was easy to fit in.

Of the eighty boarders nineteen have been sent to us officially as maladjusted in some way or another. Three are bed-wetters, three are asthmatics; there is one obsessional neurotic, three boys who suffered previously from school phobia, two whose progress at their previous school had come to a standstill, three who had been before a Juvenile Court for stealing, one boy suffering from narcolepsy, two cases of truancy, and a German refugee, who was generally unsettled and unhappy. Only nine of these have normal homes; in the other cases the parents are separated or divorced or do not get on with each other (the most frequent reason) or one or

both parents are dead. In addition to these nineteen we have three boys who have been sent to us by the Local Authority because their home circumstances are bad.

The following are details of some of the individual cases:

No. 1. This boy on his second day at his secondary school was frightened by a teacher who shouted at him, and for the next two years he refused to go to school at all, shunning all society, and sitting at home, but, pathetically enough, listening to educational broadcasts. He suffered from cumulative depression and the Psychiatrist's prognosis was so grim that the Authority told us that if we could not take him he would have to go to a mental institution. His mother brought him for an interview but the Headmaster was quite unable to get the boy to raise his head and speak. A second interview was equally unsuccessful. Finally we arranged for his sister to bring him and leave him with us. That evening he was violently resistant, but with the help of some sympathetic prefects he became quieter by bed-time, and the next morning they succeeded in getting him to go into class. Apart from two slight relapses we have had no further trouble with him. He is now a strapping boy of six feet, and in spite of his two years' absence from school is taking his School Certificate this summer at the age of just sixteen. He is very happy and sociable and throws himself vigorously into the life of the House.¹

No. 2 came to us at the age of thirteen as a day boy. He had been miserable at his previous school and was sent to us by a Child Guidance Clinic. He was terrified of illness and continually imagined that he had all sorts of diseases. He had evolved a protective ritual against evil which he felt to be threatening him. For instance, before he could enter a room he would feel obliged to tap so many times with each hand and with each foot. The number was originally seven but increased to multiples of seven. He used to arrive home hours late because he could not complete the ritual tappings before the 'bus left, and if the tappings were interrupted or if he lost count, then the process had to be started all over again. Tales of horror fascinated him and he felt that they foretold what was going to happen to him. He was terrified of dying and of going to hell and from the beginning of his first autumn term at this school he was convinced that he would die on November 2nd. The tension became unbearable and he was so paralysed by this fear that he was almost incapable of any action, even of dressing and eating. A curious physical symptom was that he

¹ He obtained a very good School Certificate and has since been made a House Prefect.

started to slobber like a little child. He was sent to a London hospital for a fortnight (which included November 2nd) and returned in an easier frame of mind, though the Psychiatrist feared he would deteriorate again if he lived at home. There was not a place for him as a boarder until January and by then he was in a state of great anxiety. In any conversation with us he talked in a most tortuous manner, and it would be long before we could see what he was driving at. He was at this time attending a Child Guidance Clinic some distance away once a week, but the Headmaster and psychiatrist both realized that the visits symbolized for the boy an escape from an immediate authority which gave him an opportunity of playing off one authority against the other, so the visits were stopped by mutual agreement. About the same time he was moved to the second stream in the School, and in his new Form he suddenly found his feet as he realized that the work was well within his scope. He conceived a great enthusiasm for his new class, declared to the Headmaster his firm conviction that all the masters who taught his new form were far superior to the others and began to make friends amongst his new companions. This happened four terms ago, and he is now a cheerful and acceptable member of society, getting on markedly well with his fellows. In only one particular do his old fears persist, but it is an important point; he will not go near the swimming bath yet. However, we hope to be able to deal with this when we feel he is well-rooted in normality.

No. 3 was eleven years old when he came to us in January, 1948, after he had been before the Juvenile Court for stealing. He was a very excitable, unrestrained boy, and a bed-wetter. After an Intelligence Test the Authority agreed, on the Headmaster's request, to waive the entrance examination as we felt the boy needed as great a sense of security as possible. During his first term he was very noisy, and aggressive, always quarrelling and fighting, and he continued to steal. We arranged that he should bring his homework to the Headmaster or to me every evening when he had finished it. This had an immediate effect not only on his work but also on his general behaviour, as the constant contacts with authority gave him valuable support, and our approval and encouragement gave him great pleasure and were obviously very important to him. We see a great improvement in him, and his parents declare that the change is quite extraordinary.¹

No. 4 is a boy who arrived here in September last at the age of eleven from a hostel for mal-adjusted children. His previous history had been almost incredible. He had been in institutions of some kind or other (including a Remand Home) since the age of four. Both his parents died during the war but long before their deaths he had been abandoned by them. He had a long record of stealing and had tried to set fire to a previous

school. For some reason he developed a desire to come to this school and, in spite of long absences from any school, he passed the Secondary Schools Qualifying Examination. He was a small boy, alert and active, when he came to us last autumn, with no regard whatever for routine or rules. He stole incessantly from other boys, from grown-ups in the House, and from shops. His manner was very pleasant and he was a most winning little boy while this campaign was at its height. Then he was caught shoplifting and was brought before the Juvenile Court, where he put up an engaging performance, and promptly on his return stole some more money from the changing-room. He was also an inveterate liar, had no interest in his fellows, and naturally made no friends. In the spring term, as far as we know, he did not steal. At half term, however, he was resentful that the other boys had gone home while he was staying here, but his resentment this time took the form of vindictive destruction of the property both of other boys and of the school. During this spring term also we tightened up on his school work and examined his homework every evening, and it was apparent that the boy had considerable intelligence. Gradually he has developed a feeling about doing good work. He is a passionate reader and writes extremely good English, imaginative and accurate.

During this period when he had not been stealing he became more aggressive and ill-tempered, but we were not unduly disturbed by this, for it meant that at any rate the problem was not static and intractable. This term he has continued to be somewhat difficult and to show defiance but he has longer periods of reasonable behaviour, and has not yet begun to steal again. Two recent presents, a new bicycle and a cricket bat, have brought him more into contact with other boys. He is still far from the boy we hope to make him, but we feel that a good start has been made.²

No. 5 is a boy who spent one day at another Grammar School, refused to go again, and, if pressed to go, used to faint or be sick. The next term he tried a Secondary Modern School where he managed to attend for five days, his mother taking him every day. He then refused to go any more, and showed the same physical reactions as before when efforts were made to get him there. The following term he was sent to us as a boarder. In the first month he went home three times either by 'bus or by hitch-hiking, but each time except the first he came back by himself. After the fourth time the Headmaster made a bargain with him that in the future whenever he felt he was on the point of running away he should come and say so. This he did several times but he never ran away again. He settled down well in general but his great dread was that some action of his might bring blame on him and his fellows. He soon adopted the normal attitude to authority and now

¹ This term there has been a relapse in this case but the trouble is already clearing up.

² This term he had a bad relapse, and we could no longer keep him in the house. After a short interval, however, we took him back as a day boy and he is now making progress again.

in his fourth term is an outstanding boy who is leader of his dormitory, which means that he is responsible for its organization.

The last two boys I shall describe are both asthmatics. The first of these came to us two years ago at the age of eleven. He was a very bad asthma case and had been accustomed to use artificial aids to breathing. We found that he would have an attack at any time when he expected trouble or difficulty, but was plucky in struggling on when the asthma had started. He felt so much improvement after two terms that in the following holidays his mother reported to us that one day he had seized a hammer and smashed his asthma spray, declaring, 'This is the happiest day of my life.' There has been a steady improvement ever since, even in his physique which was extremely bad when he came.

The other asthma case was a boy who came to us at the age of sixteen with a very long record of ill-health. Indeed during the previous two terms he had attended school for only three-and-a-half weeks. He was in the habit of using his asthma mask at least ten times a day and sometimes as many as thirty times. He took drugs and pills and smeared his chest with special ointment. He never slept without a night-light and was terrified of catching cold. His attacks were very frequent and very severe, and started in any situation of anxiety, whenever his property was in any way threatened, and whenever he felt a fool. During the year before he came to us the death of a favourite cat brought asthma on so badly that he had a month in hospital. It is impossible for me here to give the full details of this most interesting case. The boy suffered from an overwhelming sense of guilt and in his eyes asthma was a punishment for his shortcomings. He had worked out an elaborate series of prayers which he had to say every night or else asthma would come; if ever through laziness or fear of the cold he said them in bed instead of at the bedside, an attack invariably developed during the night. Indeed the system of morality he had invented for himself was purely defensive; he was 'good' to avoid asthma, or as he expressed it himself, 'to work his passage.' In a long series of talks the Headmaster was gradually able to liberate the boy from many of his fears, and now his attacks are incomparably less violent and less frequent. After two terms



THE CARAVAN SERIES

8" X 6" Cloth

Each 6s. net

Illustrated in colour and black and white

It was the Fortune family who first brought this series into being. When, contrary to the promise of their family name, fortune forsook them, they bundled the remains of their household into a caravan and set off to tour the villages and towns of France; and their adventures were followed up by those of "The Yellow Cat", "The Little Black Hen", "Pedro the Portuguese Cat" and of other wanderers, animal and human, (as in "The Mystery of the Pink Elephants" and "Animal Joe") who went less far afield but whose journeys were equally momentous. In this series there are also collections of stories by Frances Berrill, author of "Five for Silver", "Six for Gold" and of the latest addition to the series, "The Idle Gardener", a story of human beings in distress who are helped back to happiness by the fidelity of their animal friends.

OXFORD UNIVERSITY PRESS



with us he got a very good School Certificate and now, at the end of three years, he is sitting for a Higher School Certificate. Whereas when he first came the mere suggestion that he should go down to the games field brought on an attack, he now takes part in physical training and goes into the swimming bath.

PSYCHOLOGICAL disorders flourish in an atmosphere of tension or in the presence of implacable and unapproachable authority. Both in the school and in the Boarding House we aim at producing a friendly atmosphere between staff and boys; we want our pupils to feel that they can approach us with ease and confidence, to feel, in a human sense, our equals, to regard their work and other activities as fields in which they are co-operating with authority rather than obeying its dictates. In the House the boarders themselves take a large share in the organization. Every week in the autumn and spring terms they all meet together under their own chairman to discuss their affairs. They have their own House Committee and Entertainment Committee. The boys elect their own officials, the most important

being the Administrator who allots House jobs every week and posts table lists for boys to sign ; by this system boys may choose where they will sit at meals for the following week. There are clubs and activities which help to bring the boys together, to develop a sense of responsibility, and to teach them how to live in a community.

The sanctions in use in the school and in the House are few and not severe. There is no corporal punishment at all. We try to give our prefects some understanding of boys' behaviour, and to get them to see that punishment may be an entirely wrong treatment for a boy who has committed a misdemeanour. When a problem boy is coming to us the Headmaster exposes to the prefects as much of the case as is suitable for them to know, and enlists their help in dealing with him. The members of the dormitory which the new boy is to join are also given advice on how

they can help. We feel that it is very good for so-called normal boys to exercise tolerance towards a boy with special difficulties. Being numbered amongst the 'ninety-and-nine just men' they tend to think it unjust that the problem boy 'gets away' with things. But on the whole there is a spirit of friendliness which gives the newcomer a chance to become a happy individual.

You will have gathered that we reckon to succeed nearly always in getting the maladjusted boy to fit in ; of the nineteen cases whom we have now, only four remain active problems. So far only one problem boy has had to leave us as being completely unamenable to our methods. As I have said above, our work for the maladjusted boy is necessarily on a small scale ; but how great is the gain to the community if even a few potential outcasts of society are turned into good citizens.

'SOCIAL INEFFICIENCY' AND 'MENTAL DEFECT'

H. C. Günzburg, Education and Training Officer, Monyhull Hall, Birmingham

IT is not surprising that an age which sets a premium on intellectual achievement considers poor quality of 'intelligence' as a sort of major catastrophe, and concentrates all its efforts on remedying it as far as possible. New and helpful methods of tackling the difficulties that arise from a poor intellectual endowment have been devised, but it is deplorable that zeal in this field has tended to divert attention from other, probably far more important, aspects of subnormality.

Society's primary interest is the social usefulness and economic independence of its members. Brains are a great help towards increased usefulness and independence, but there are thousands of jobs where intelligence and scholastic achievements are little needed. Even illiteracy itself need not be an obstacle in many, and even complex, manual jobs. When all is said and done society can tolerate somebody who is intellectually and manually inefficient, but is unable to absorb somebody who demonstrates his social inefficiency by turning criminal or by living entirely at the expense of social agencies.

Statistics, reports, treatises and popular scientific works like to quote percentage figures of the occurrence of mental deficiency among delinquents, prostitutes and criminals. We do not,

however, know exactly the incidence of mental defect among the normal and untested citizens, and it may well be much higher than is usually assumed. After all, as long as the mentally defective does not get into trouble, he may pursue his life unsuspected and unmolested. The real problem therefore is the 'socially inefficient' youngster whose difficulties are increased by intellectual deficiency but are not necessarily due to it, since many mentally defectives have adapted to society. It seems rather as if there exists something like 'social deficiency', though it is too early yet to decide whether it is of acquired or hereditary origin.

We have learnt to differentiate between 'intellectual capacity' and actual achievement, and we know that intellectual efficiency may be seriously impaired by emotional disturbances as well as by lack of schooling and physical disabilities. It is quite arguable that similarly 'social efficiency' may be seriously decreased despite sufficient 'social capacity'. Since we have found ways and means to increase efficiency in the intellectual spheres until it equals capacity, we may attempt to achieve similar results in the social field, which is by far the more important to society as a whole.

The causes of delinquency and a-social behaviour have been explored in a great number of investigations and it is unnecessary to repeat well-known findings here. Suffice it to say that broken homes, orphanage upbringing, bad company, poor heredity, etc., contribute equally to the troubles of the delinquent subnormal, who on account of his weaker personality make-up, is more prone to be affected than are normal children. Moreover, being less clever and less able to foresee the consequences of his actions, he is more liable to be caught and hence to swell the figures of mental deficiency among convicted criminal offenders. Nothing can be said, however, about its representation among those who commit crimes but remain undetected.

The subnormal's 'social inefficiency' is partly due to inadequate personality make-up, partly to unfavourable environmental influences. He does not act socially because he is very often if not actually rejected, then at least not accepted by his social group, or because his criminal social group has split off from the community at large. Frequently his parents may not want him, there may be sibling rivalry, the bad example set by older people, the gang of unoccupied children, the broken home with parents falling out with each other and inciting the child against each other, sexual licence practised and observed by the child, the 'easy' life of some of his neighbours, which all make for an inability to form a socially acceptable 'character' and lead either to assimilation into criminal and delinquent gangs or to emotional isolation. In other words such children cannot be expected to adapt to the requirements of the larger community because though they may *know* what is wanted of them, they have never really *felt* it nor absorbed it as a matter of course.

The mental defective child, or as he is nowadays called, the educationally subnormal child, who is maladjusted is dealt with in the residential special school. The school proper takes care of his educational advancement,

whilst his maladjustment which is largely attributable to environmental influences, is 'dealt with' by segregating him in the institution. This procedure appears to be very often only a half measure, because it does not effectively deal with 'social inefficiency', the worst concomitant of his mental deficiency.

Of course the social inefficiency may be so deep-rooted that only individual psychiatric help may be able to salvage the emotional wreck. But since the child does not live by himself during the time of psychiatric help and is finally, let us hope, to return to society, educationists must consider how they can aid in the treatment and prepare the child for his departure into life outside.

'Social inefficiency' may, as has been explained, be due to the lack of experience of community life which would have made 'doing right' and 'being good' an habitual response. The insistence on intellectual inferiority and the unwarranted deduction that a-social behaviour is mainly its result, implying that behaviour is entirely due to reasoning and foreseeing of consequences, has

★ A NEW *Pitman Book*

Simple Puppetry

for

Children

by

Irene
Sergeant

The fascination of puppetry is greatly increased when the children themselves become the controllers of the situation and produce plays with their own puppets on their own stage. Such performances, while giving great pleasure to both producers and audience, are a valuable means of education and should find a place in every junior school. This practical book describes how simple puppets can be made by children and can be used by teachers with no previous experience in puppetry.

Price 4/-

PITMAN

Parker Street • Kingsway
London, W.C.2.

made us neglect the fact that behaviour is under ordinary circumstances habitual and not consciously directed. The problem of the 'social inefficiency' of the subnormal child must therefore be tackled from two directions. First, good social behaviour must become habitual to him, and secondly his environment must be so normal and ordered that he is under no undue strain through being required to face unaccustomed situations.

To take the second point first, it is obvious that this demands social legislation. Living conditions, work and recreation must be so well ordered that they set a minimum of problems and can be tackled within the framework of the habitual behaviour that the mentally defective has acquired. It has been claimed that the only practical way of ensuring this is through the self-contained colony. Since such colonies tend ever to increase in size they become, from the economic point of view, an increasing financial burden. The open community, with partially sheltered conditions such as obtain in agricultural districts, and reserved occupations, may be a better solution.

Before however taking the risk of sending high grade defectives out into the open community they have to become responsive to the requirements of society, and have to *feel* right from wrong as well as to *know* them. The socially acceptable 'character', which means essentially that which can live within a framework of recognized values and ideals, must become so deeply rooted and habitual that it represents in fact the path of least resistance preferred by the defective in common with many normal people.

It is a grave mistake to think that the mere removal from undesirable influences and from formal school education, together with life in a regulated administration, is sufficient 'to bring out' the best in a child's make-up. It is true that these measures go a long way towards stabilizing the child. Upsetting experiences recede into the background, the continuous strain of demands which cannot be met ceases, and the previous failures turn now into successes owing to the lowering of standards. The child obtains, generally speaking, some measure of happiness, due to the protective environment, the shelter of isolation. This happiness and feeling of security give rise in their turn to an increasing feeling of self-confidence and eagerness to tackle life's

problems once again. However, vital as this treatment is for the stabilization of the youngster who has once been badly wrecked, we may well ask whether such first aid is likely to be sufficient when the decisive time comes for rejoining society.

We must realize that after all only half of the task has been tackled. The child has been equipped with a certain amount of scholastic knowledge and need not feel too inferior on account of ignorance. He is happy and full of confidence because his past years in the residential school have been free of strain and failure. However, facing reality, when suddenly shot out into a world with different and higher standards, with a faster and more exacting speed of living must, after the 'cotton-wool-treatment', be a great shock. Unaccustomed freedom of movement plus a weak personality make-up combine to make him gravitate towards amusement parks, fairs, gambling and other 'pleasures'. Such a life, and the increasing need for money it involves, is bound to land him sooner or later in trouble, and he is at once packed off to the colony for mental defectives, having proved his inefficiency.

Analyzing the factors leading to this final debacle, it becomes clear that, whilst we are at present unable to do anything about the weak hereditary personality make-up, two factors are well within our competence. We may first of all decrease the width of the gap between the misleadingly low demands of the institution on one side and active life on the other, and secondly give him a better and wider choice of socially acceptable responses, a moral and ethical 'spine'.

The first problem is, on the whole, that of designing a syllabus of work and life reproducing more nearly the real life situation, without forfeiting the happy security of the environment so necessary for the emotional stabilization of the child. The second problem demands that the school must take on the job the family does under ordinary circumstances. The school is, for practical purposes, the family, and this entails, commonplace as it may sound, offering a life 'like the family'.

Building a 'character' in an 'out of family' situation cannot, as is sometimes imagined, be done merely by emphasizing teamwork and group spirit. It should be clearly understood that no 'House-system' with prefects, no flaming enthusiasm for the cricket team's success, no self-administration with committees, etc., will be

able to disguise the fact from many of these children that they are lonely, unwanted and unloved. Without the natural background of family and home to fall back upon, the love-deprived child will find it extremely difficult to form an affective relationship to a group, be it a football team or a 'house'. The school and institution may in the happiest cases be accepted in a neutral way, but they are more often resented and are very little able, at this comparatively late stage, to give the child that feeling for the community, for right and wrong, which would make him socially efficient. As long as his emotional needs remain unsatisfied, this sort of 'community life' very rarely teaches anything but the faulty social techniques of cheating, evading, aggression, withdrawal, bullying and superficial acknowledgement of authority and fear of punishment. This absence of real affective relationship to a small group prevents the transference of a positive behaviour pattern to the community and contributes thus to the large element of instability which so often leads to breakdown into criminality.

I cannot discuss here ways and means of avoiding the shortcoming of our present institutions. But it is obvious that the first requirement is the creation of quite a different 'climate' in any place that has to deal with maladjusted subnormal children. It must be made clear to all those who work there that society is most of all interested in the social efficiency of the children and only secondly in their reading and writing. It must be understood that a-social, destructive and often inexplicable actions are not necessarily due to the lower intelligence of the 'duds' and 'dafties'. It must be realized that this lower intelligence determines only the quality of an action but that the action itself may originate in a very different and neglected sphere of the psychological make-up. It is this very negligence which may be responsible for undesirable and socially unacceptable responses, irrespective of intelligence. And we must lastly make up our minds to the fact that the remedying of social inefficiency demands just as much of our attention, work and enthusiasm as does the amelioration of intellectual deficiency.

'PURE AND VIRGIN APPREHENSIONS'

THE EDUCATIONAL THOUGHT OF THOMAS TRAHERNE (1636 ?-1674)

Margaret Diggle

NOT least among the achievements of the seventeenth century is its re-discovery of childhood. For the first time since Jesus likened a child to the Kingdom of Heaven, men then considered not only that a child's experience differs from, but that it can contribute something to, that of the adult—that perhaps it is in some ways a superior state. Presumably people before that time did remember how they felt as children, but they regarded such recollections as too trivial to be recorded.

Vaughan and Traherne come first to mind. *The Retreat, News* and favourite extracts from the *Centuries of Meditation* are well-known. Vaughan has left us a handful of poems more exquisite than any of Traherne's, but Traherne's contribution is not merely a few passages that recapture the ecstasy of childhood. He should have his place in any study of English educational thought.

His work is based on his vivid and detailed recollections of childhood. There are mystical apprehensions—'My knowledge was divine ; I knew

by intuition those things which since my apostasy I collected again by the highest Reason—All time was Eternity and a perpetual Sabbath. Is it not strange that an infant should be the heir of the whole world, and see those mysteries which the books of the learned never unfold ?'

There is direct kinship with God—

'He in our childhood with us walks

And with our thoughts mysteriously he talks.'

There are also confusions and anxieties—'Once I remember (I think I was about four years old) that I thus reasoned with myself, sitting in a little obscure room in my father's poor house ; If there be a God certainly he must be infinite in goodness . . . and if he be infinite in goodness . . . how comes it to pass, therefore, that I am so poor ?' 'Another time in a lowering and sad evening, being alone in a field, when all things were dead and quiet, a certain want and horror fell upon me beyond imagination'—(one recalls Wordsworth's 'visionary dreariness'.)

He describes the 'obstinate questionings' that arose in his child mind. 'How the earth did

end? Whether walls did bound it or sudden precipices? . . . What also upheld the Earth (because it was heavy) and kept it from falling; whether pillars, or dark waters? And if any of these, what then upheld these, and what again these, of which I saw there would be no end.' He concerned himself with 'How the heavens ended, and what was beyond them? How therefore was the beginning of the world, and why it was, why it was no sooner?'

Sometimes he indulged in more obviously 'childish' imaginings. He would fancy that under the surface of a pond lay another world in which people lived.

'Twas strange that people there should walk
And yet I could not hear them talk:
That throu' a little watery chink
Which one dry Ox or Horse might drink
We other worlds should see
Yet not admitted be.'

One anecdote might have been quoted by Piaget as part of his evidence that children believe themselves followed by the sun and moon. The little boy (either Traherne or his brother) goes out of the house-door the night after 'coming home from nurse' and cries:

'Oh yonder is the moon
Newly com after me to town.'

Critics have queried the accuracy of some of these recollections. Traherne, they think, had at least mistaken his age at the time. We are all Time's dupes, yet I see little reason to doubt Traherne, allowing that adult reconstruction and communication inevitably distort the child's experience. The child of four may not have reasoned quite as adult expression represents, but adult expression helps us to understand him as his own childish effort of language might scarcely have done. Traherne occasionally distinguishes between his childish memories and his adult glosses upon them, thus showing that he was aware of the problem. Anyone who doubts the wealth of infant remembrance which gifted minds, at any rate, are able to recall, should read Mr. Walter De La Mare's *Early One Morning in the Spring* (Faber & Faber, 1935). Here Mr De La Mare himself claims that we are justified in accepting 'the testimony of an imagination so exact in its statements as Thomas Traherne's.'

Traherne's 'pure and virgin apprehensions' attended him in the world apparently as a birthday gift from God.

But, alas, human education supervened. 'The

first light that shined in my infancy in its primitive and innocent clarity was totally eclipsed, insomuch that I was fain to learn all again.' Corruption began with the acquisition of human language.

'For nothing spoke to me but the Fair face
Of Heaven and Earth before myself could speak
I then my Bliss did, when my Silence break.
My non-intelligence of Human words
Ten thousand pleasures unto me affords . . .
Then did I dwell within a world of Light
Distinct and separate from all Men's sight
Then did I feel strange thoughts, and such things see
That were, or seem'd only revealed to me.'

Is this just fantasy? Even if it is we may not by other means get so near to how a dumb infant apprehends—or, at least, one dumb infant apprehended. Traherne continues:

' . . . But when I
Had gained a Tongue, their power began to die.
Mine ears let other noises in, not theirs.'

Traherne's great objection to education as he experienced it (and he does not suggest that his experience was universal) was that it destroyed the child's true sense of value, substituting for it a false one. The child is helpless before the influence of adults: 'I was a stranger, and unacquainted with them; I was little, and revered their authority; I was weak, and easily guided by their example; ambitious also, and desirous to approve myself unto them.' Seldom can a child's motives for learning from his elders have been more concisely analysed. Traherne's philosophic belief in the transcendence of thought increased his sense of the adult's responsibility. 'When I began to speak and go nothing began to be present to me but what was present in their thoughts . . . All things were absent that they talked not of. So I began among my play-fellows to prize a drum, a fine

Six titles now added to the ever-popular

BROWNS' NEW SERIES Y.A. READERS

SERIES A. For Five-year-olds:
HOP O' MY THUMB **DICK WHITTINGTON**

SERIES B. For Six-year-olds:
THE SLEEPING BEAUTY **SNOW WHITE & ROSE RED**

Series C. For Seven-year-olds:
THE PRINCE AND HIS SIX FRIENDS
ROBINSON CRUSOE

Price 5^D. each book

Please write for illustrated pamphlet

A. BROWN & SONS, LIMITED
32 BROOKE STREET, HOLBORN, LONDON, E.C.1

coat, a penny, a gilded book who never before dreamed of such wealth.' 'It was a difficult matter to persuade me that the tinselled ware upon a hobby-horse was a fine thing. They did impose upon me, and obtrude their gifts, that made me believe a ribbon or a feather curious.' 'Obtrude their gifts' ! What pictures this calls up of well-meaning aunts dangling the latest mass-produced mascots before the grave, unwavering gaze of infants in perambulators. Traherne warns nurses and parents only to magnify to children what is great. 'But to say . . . this bauble is a jewel, and this gew-gaw a fine thing, this rattle makes music, etc. is deadly, barbarous and uncouth to a little child, and *makes him suspect all you say because the nature of the thing contradicts your words.*' It makes one squirm, And how would the contents of our Christmas bazaars and chain-store book-stalls compare with the drums and hobby-horses of the seventeenth-century nursery ?

Traherne, indeed, only records one half of childhood experience. He has not the dualism of Blake, who could see the child not only as an 'Infant Joy' but as

'Helpless, naked, piping loud
Like a fiend hid in a cloud.'

Whether his suppression of the less angelic moments of an active, independent child was conscious or not we have no means of telling.

Having, as he describes, lost through social education his pristine sense of 'sublime and celestial greatness', how did Traherne 'learn all again' ? The story is not told so clearly as that of his childhood. The two helpful educational influences were the Bible and the University. The Bible seemed the revelation for which he had been waiting. Of the University (Traherne spent several years at Oxford) he has interesting things to say. 'Having been at the University, and received there the taste and tincture of another education, I saw that there were things in this world of which I never dreamed, glorious secrets and glorious persons past imagination.' He refers not merely to the formal curriculum of those times, but to 'Arts, Trades and Mechanism' and Natural Science, 'those things', he adds, 'which my nurses and parents should have talked of were there taught unto me.' It seems a little hard to scold his nursery teachers for not introducing him to undergraduate studies. But when one recalls the speculative questionings of his

infancy he may well be justified. Such children ask the same questions as do the philosophers. They may not require the same kind of answer as adult students, but they do at least seek serious help.

Traherne had, however, criticisms of his University course. 'Nevertheless some things were defective too. With never a tutor that did profess to teach Felicity, though that be the Mistress of all other Sciences, we studied to inform our knowledge but knew not for what end we so studied. And for lack of aiming at a certain end we erred in the manner.' It is superfluous to point out how applicable this is to so much modern education. To Traherne the 'best of all possible ends is the Glory of God, but happiness was what I thirsted after. And yet I did not err, for the glory of God is to make us happy . . . To study things therefore under the double notion of interest and treasure is to study all things to the best of all possible manners.' If a man has encompassed all branches of human knowledge 'he is nothing if he knows them merely for idle speculation or transient or external use. But he that knows them for value, and knows them his own, shall profit infinitely.' Education must in short be for life, and for life at its highest and most abundant. He says of himself, 'He thought it a vain thing to see glorious principles lie buried in books, unless he did remove them into his understanding, and a vain thing to remove them, unless he did revive them, and raise them up by continual exercise . . . Philosophers are not those that speak but do great things.'

However faulty his earthly education, Traherne did finally achieve 'Right Apprehension' :

'What Newness once suggested to
Now clearer Reason doth improve my view ;
By novelty my soul was taught
At first ; but now Reality my thought
Inspires, and I
Perspicuously
Each way instructed am ; by Sense,
Experience, Reason and Intelligence.'

Traherne's educational comments certainly merit our consideration. There is little need to emphasize once more how the modern world 'obtrudes upon' and exploits childhood, not in mere heedlessness, but for commercial ends, so that one shudders at the future of the human imagination. Yet one must not go to the extreme of expecting children only to appreciate those things that suit an impeccable adult taste.

Marjorie Sharp in *Rhododendron Pie* describes how two 'artistic' parents built up a family tradition that children preferred a birthday pie whose crust covered a dishful of flowers; yet one member of the family always felt cheated when the pie was opened. Besides, children colour what they see with imagination, so that something crude, ugly or tawdry in adult view appears quite different to them. Probably we all remember cherishing some such object. But here the child exercises choice freely; he is not persuaded by adults to approve something it were better he did not admire.

Traherne's scraps of autobiography remind us of something that in our preoccupation with norms and means we are apt to forget—how many children think and feel. Traherne was not unique. Again readers are referred to the mine of child-lore in Walter De La Mare's *Early One Morning*. In any infant class there may be a youngster whose attention wanders from his reading card while he considers how the heavens end and what is beyond them. We rightly deplore the old custom of forcing adult knowledge on children too soon, and read with

pity rather than wonder of John Evelyn's son Richard, who, at 2½, read English, Latin, French or Gothic, and had a strong passion for Greek before the fifth year. Richard died at five years, but another child who discussed the philosophic problems of Milton's *Paradise Lost* at the age of six lived to write the *Waverley Novels*. We study the average vocabularies of children lest their reading books contain too many unfamiliar words. We write books specially for children, yet *Robinson Crusoe* and *Gulliver's Travels* did not condescend to them. Our attempt to study children 'scientifically', an attempt legitimate and fruitful within its limits, inevitably ignores their 'inner life' which children dare not reveal, and whose existence we can only discover in the mirror of adult recollection. Traherne is one of the first, and still one of the most significant writers to show us that mirror. There has been a recent discussion on what we are to do with 'genius' when we find its potentiality in a child. We must go to genius to learn.

Quotations from Traherne are from *Centuries of Meditation*, Dobell 1927, and *Poetical Works of Traherne*, ed. Gladys Wade, Dobell 1932.

Readers interested in Traherne are referred to *Traherne*, Gladys E. Willett, Heffer & Sons, Cambridge, 1919, and to the relevant chapter in *The Metaphysical Poets*, Helen C. White, New York, 1936.

Book Reviews

The Problem Family. A. S. Neill. (Herbert Jenkins. 7/6).

This is Neill's best book. It does not pretend to be mainly about schools, as his others have done, for what he has to say is of far wider implication. It is worth the reading by those who know his other books because it shows his development in recognizing the importance of the first years of a child's life, and also by those who do not know them because the gist of all his previous work is contained here in more than usually concise form.

Neill freely acknowledges his debt to Wilhelm Reich, and to Homer Lane, whose ideas he has demonstrated more effectively than any other man.

He contends that the 'curse of humanity is external compulsion whether it comes from the Pope or the State or the teacher or the parent'. And he maintains that adult acquiescence in the demands of the state is brought about in early childhood by the authoritarian patriarchal family of to-day. More clearly than before Neill utterly condemns warfare and bureaucracy, the police and the prison system. The crisis in the world, he says, is not that Communism and Capitalism cannot live together, but

that 'men and women have been reared to a hate of love and life.'

Neill's limitations are a striking testimony to his own thesis that we learn by doing. For he says that it was not until after the birth of his own daughter in 1946 that he grasped the 'tremendous importance of the early days of life'. This suggests that he is less capable than some of also learning from the experience and findings of others as written in a book: hence his opposition to academic work. How far, one wonders, does his own childish experience influence his desire now to let children live out in endless play the phantasies which he himself was not allowed? What further experience may he undergo which will cause him to question again the validity of some of his former pronouncements?

But to point to a limitation is not to belittle a man's work. Already Neill's new approach has been taken up by people who have his fullest approval. At Kilquhanity, for instance, there is a positive attitude to learning based on the assumption that this is a pleasurable activity. Children are not compelled to come to school there, but the reason is sought for their staying away. A regard for

aesthetic appreciation and sensitivity in children is apparent at Kingsmuir; and that outstanding Exhibition of paintings at the Arcade Gallery in 1944 showed what Neill's pupils can do, although he does not write about this aspect. Finally, Reich's 'Work-Democracy' is a method of non-authoritarian organisation among adults which Neill applauds but as owner-headmaster of Summerhill admits that he has not been able to achieve.

Anthony Weaver

From Cave Painting to Comic Strip. Lancelot Hogben, with illustrations selected by Marie Neurath. (Max Parrish & Co., Ltd. 21/-).

Sooner or later a new -ism will be recognized among the world's ideologies—'Hogbenism'. For the present I prefer to speak of 'the tacit philosophy of Hogben'. The frequency of his caustic castigations of philosophers indicates that he himself would not thank me for suggesting that he belongs to that venerable, though to-day less venerated, profession. And, indeed, apart from one callow essay into explicit philosophy (*The Nature of*

Living Matter, 1930, in which, he says, he broke a silence which he had intended to maintain until his sixtieth year—and, in view of what has followed, all we can say is 'what a break!'), none of his subsequent writings has been explicitly philosophical, unless *Dangerous Thoughts* can be so classified. And yet the philosophical import of his writings is, to quote his favourite American author, Damon Runyon, 'more than somewhat'. A considerable task of exegesis awaits a generation of bright young Hogbenist-minded Ph.D. students in search of promising thesis-titles. The only hints I would offer them are first, that they should seek to formulate the values implicit in the tacit philosophy of Hogben—and there are values though they may not be those of Sir Richard Livingstone; and second that they should seek an appropriate characterization of the religious urge which has driven this restless and versatile mind into a greater diversity of explicitly recorded feats of exploration than any of his contemporaries in search of . . . in search of what? In search, I should say, of those bonds which bridge the oceans, the centuries, the races, and the classes of mankind. And if this is not a religious quest what does the word *religare* mean?

It may be said that Hogben in his initial impetus owed, and owned, a debt to Karl Marx. And this suggests a materialist philosophy. The suggestion is misleading. An intimacy with Hogben's writings reveals that what he so penetratingly explores is not *matter* but *things which have mattered*. It is this concern which leads to his detestation of the irrational, the inefficient, the wasteful, the pontifical, the hypocritical, the dictatorial, and all the other deviations from the humanist party-line. And when Lancelot hates, how he does hate! But it would not surprise me to see appearing in the *Primers for the Age of Plenty* a 'Philosophy for the Fighter' and a 'Religion for the Revolutionary'. The fount shows no sign of drying up yet.

All this by way of preface to a review of his latest work of popularization, *From Cave Painting to Comic Strip*. It is one of the secrets of Hogben's immense productivity, as he himself would be the first to admit, that he applies his talents at the point where they are most effective, and organizes the contributions of willing (if at times restive) collaborators to synthesize the complete opus. In this new production it is Marie Neurath who has assembled the 'picture gallery' to which Hogben's text forms the 'script'. No better collaborator could have been found. The full extent of her erudition and resourcefulness can

be gauged only by a tour of the 'picture gallery' itself. From the truly delightful frontispiece of my favourite cousin, the Tarsier (why aren't tarsiers kept as pets?) to the pleasantly harmonized tones of the Isotype cover-pieces, she has assembled a treasury of over two hundred illustrations in black-and-white photogravure and nineteen in colour. Her skill in selecting this rich diversity of visual materials is matched by Hogben's interpretative integration of their widely differing significations into a coherent story of man's unceasing attempts to satisfy his need for expression, representation and communication, 'a panorama of the emergence of man as the only literate animal species and a preview to the liquidation of illiteracy on a world scale as a prelude to the unification of mankind'. It is a panorama which ranges over the Mousterian and Aurignacian cultures, the sexual and religious customs of early man, the link-up of stars, calendars, buildings and symbolism, the invention of writing and arithmetic, the story of paper and printing and the techniques of book illustration, Bishop Wilkin's visionary and significant *Essay towards a Real Character*, the logical and mathematical symbolism of Leibniz, the stimulus of new methods of illustration to the sciences of botany and zoology, the development of cartography, pioneers of educational illus-

tration from Comenius to Otto Neurath, the enigmatic phenomenon of the modern comic-strip, photography, the motion picture, television, and that fertile, vigorous picture language of modern times—Isotype. But this is not a panorama of pictures only, it is a panorama of challenging ideas. Speak of 'the psychopathology of a culture on its death-bed' (on the mere symptoms of which the modern Cassandras lavish such lachrymose lamentations) Hogben asks 'if any of the great civilizations of the past succumbed to external pressure until it had already forfeited the capacity for further growth, and that because its means of communication were inadequate to integrate community effort in the advancement of knowledge'.

The concluding chapter on *The Internationalization of Free Speech* brings what some of us have been saying for ten years concerning the potentialities of visual education into relation with the wider context of world unification as the alternative to an atomic war, with the tacit philosophy of Hogben latent in every line. Much of it runs dead counter to some of the favourite educational doctrines current in the New Education Fellowship. Readers of *The New Era* would do well to face the challenge. Lancelot Hogben may not be 100 per cent. right, but he is certainly not 100 per cent. wrong.

Patrick Meredith

Playing with the elements...



WATER TROLLEY

Children can have a lot of fun with this portable Water Trolley without coming to any harm. The aluminium tank has an anti-splash lip, and fits into a tubular steel frame, enamelled turquoise. Tank is also fitted with a drain screwed from below, and allows a pail to be slipped underneath for emptying. The Trolley has two fixed castors and two rubber feet; it can be moved when required by raising one end. Dimensions: Height 22", Width 20", Length 30", Depth 7".

PRICE £7 10 net. Tax Free

NURSERY PLAYSUITS

Ideal for outdoor play in damp and cold weather. This approved design allows plenty of room inside for warm clothing and the material is durable, wind and waterproof and washable. First size for children 3½-5 years now available.

PRICE 13/- each, net.



THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED

Esavian House, 181, High Holborn, London, W.C.1. Tel: Holborn 9116
101, Wellington Street, Glasgow, C.2. Tel: Central 2369

NEW ERA INDEX FOR 1949. Vol. 30

READY BY
MID-JANUARY

Price 6d. from 1 Park Crescent, W.1

The Paintbox Martin Armstrong
Music W. J. Turner **How the**
World Builds Humphrey
Pakington (A. & C. Black 6/-
each)

These three little books are already known to many: they reappear with additional illustrations and texts which have been revised and expanded to bring them up to date. As introductions to their respective subjects they aim to be equally suitable for the intelligent older school-child and for the adult belatedly exploring an unfamiliar field of culture. As introductions, they face competition with many other books, from cheap Pelicans upwards in price, which have come out since they first appeared seventeen years ago. Mr. Enthoven's line illustrations to the architectural volume suffer particularly by comparison with some of the recent books which a good school library is likely to possess.

The chief excellence of the series, however, lies in its concentration on the essential principles of taste. These books (in spite of sub-titles like *The Story of Architecture* and *A Short History—of music*) have not really attempted the impossible task of compressing their subjects into just over a hundred pages each. They are thus not so much truly rivals of the detailed outlines as their complements. They remind us of the wood when we have begun to see only the trees. Mr. Armstrong is particularly helpful in distinguishing for us the different ways in which a painter may see his subject. Seldom have we been furnished with so tactful and persuasive an answer to that friend who can 'see no sense' in anything but photographic realism. Whether he writes of Giotto or Matisse, he leaves the reader not only with a clear-cut impression of individuality but with the determination to go and look for the pictures in the public galleries.

Mr. Pakington, too, has a vivid touch. Writing of the modern house, he gives us a delightful definition of cupboards, as 'little compartments where you can be untidy without being noticed'. Mr. Turner's style is remoter from his audience. Is it much use mentioning Mahler to a

child or a musically backward adult if there is space only to say that he 'was a gifted eclectic of Jewish origin, also in the German romantic tradition'? And is it fair, remembering how easily beginners are put off by one damning phrase uttered by their first mentor, to use one's precious six lines on Elgar and Vaughan Williams to call them 'duller and more prosaic' than Richard Strauss and to accuse them of 'solid stodginess'? This kind of reference opens no windows to the youthful mind: it slams them shut. In other parts the book is more enthusiastic, but the vocabulary ('permanent dualism', '*schwärmerei*', etc.) sets up an often unnecessary barrier for the young reader to surmount.

The Paintbox is worth its place in any library. Its companion-volumes deserve serious consideration, and comparison with the other popular books available.

Geoffrey Trease

English To-day. Ridout. (Ginn).
Five Volumes: Book I, 4/-; Book
II, 4/3; Book III, 4/6; Book IV,
4/9; Book V, 5/6.

These five books are planned to cover the pupil's English studies in the secondary school until the end of his School Certificate year. The work is very carefully graded, and the exercises sufficiently numerous and varied to allow considerable choice, according to the pupil's capabilities. The formal grammar included covers all necessary ground, and is carefully introduced, while the frequent test papers give useful material for revision.

The books make an immediate appeal to the pupil's interest: their bright covers, good paper and attractive illustrations form a suitable setting for their stimulating subject-matter. They are among the best of their kind so far published.

E. S. Stainton

LETTER TO THE EDITOR

DEAR MADAM,

I have just received *The New Era* for November and have read the article on the American Grade System. I think the author has been out of England for some time and is perhaps not aware of the nature of the experiments in grading (or 'assessment') now being made in ordinary training colleges. The University of Bristol Institute of Education has substituted assessments for a final written examination in all its associated colleges—of which this college is one.

The author of the article regrets that H.M.I. no longer assists in grading students in final teaching practice on

the ground that the students like to feel that someone impartial has aided in establishing their final mark. May I assure her that this desirable end is reached by the appointment by the Institute of external assessors who play the same part that was formerly taken by H.M. Inspectors? In addition, external assessors are appointed to visit the colleges and to assist the internal assessors in determining the final assessment to be allotted to students in each subject of their course. In this way the ultimate responsibility is shared between the students' tutors and external and impartial assessors in the same way as formerly it was shared between internal and external examiners.

In the Bristol Institute this system has been in operation for only two years, so it is not yet possible to judge its value. It appears, however, to avoid some of the pitfalls of the American method referred to in the article,

Yours faithfully,

E. Nunn,
Principal, Diocesan Training
College, Fishponds, Bristol

"THE SEARCH"

shewing at The Ritz, Leicester Square.

This poignant little film is contrived around the story of a Czech child, who, parted from his mother in one concentration camp and sent to another, running away in terror from the convoy of an UNRRA Children's Centre, found and cherished by a charming American soldier, discovers his mother by chance when the young man reluctantly takes him back to the Centre. It is beautifully acted. The child, played by Ivan Jandl, and the UNRRA Welfare Officer of Aline MacMahon, are both most unsentimentally convincing and touching. The acting of the other children gives an excellent idea of the power of childish terror, of the childish refusal to submit, in a dreary world of adult submission, to the unknown terrors of welfare, after so much submission to tyranny. And the atmosphere is excellent. American trucks, jammed with D.Ps., whizz through canyons of rubble in a dustheap of a city; the UNRRA team trails down at midnight to the wrecked station to receive the long train of closed box-cars; the Welfare Officer is interrupted, as she tries most tenderly to comfort the bereaved mother, by a Supply Officer who simply cannot wait; and later we hear her making a farewell speech in English, which no one has time to interpret, to a crowd of uproarious, happy Jewish children leaving for Palestine, ending with the one Hebrew word which most officers learnt,

'Shalom'. The long corridors in the *casernes*, the American guard at the gates, the filing cabinets full of tabulated human misery, all are there.

The scenes between the soldier and the little boy were exquisitely played, and with great reserve; but I could not help feeling that the child was lucky in his adorable friend; so many boys (probably more German than D.P.) more casually befriended, became 'mascots' and barrack-rats of the most irredeemable sort. And it was surprising to see him hide his tattooed Auschwitz number as if in shame; these were usually considered to be honourable scars, even by small children; in fact, they constitute the victims' *bona fides*. But these are small grumbles at a tender and beautiful film.

John Waterman

N.E.F. TRAVELLERS

MR. J. B. ANNAND, Secretary of the English N.E.F., visited Germany this autumn lecturing to teachers in Hamburg and Wilhelmshaven.

DR. CYRIL BEEBY, Member of N.E.F. Executive Board, has left Paris, where he has been Assistant Director-General and Head of the Department of Education at Unesco for two years. He takes up again

his work as Director of Education for New Zealand.

DR. RUPERT BEST, Member of N.E.F. Executive, leaves Australia in January to visit Europe and U.S.A. He has been granted a Carnegie Travelling Fellowship to work in the field of plant biochemistry and in university teaching in agricultural chemistry.

IR KEES BOEKE, Member of N.E.F. Executive and founder of the Children's Community, Bilthoven, visits U.S.A. from this December to April, 1950.

MR. CHARLES BULL, President of the N.E.F. Federal Council in Australia, is visiting England early in 1950. He has been awarded a six months scholarship by the Imperial Relations Trust to do research into broadcasting for schools and post-war youth.

MR. JAMES HEMMING, Member of N.E.F. Executive, has just arrived back in London from his four months N.E.F. tour in Australia and New Zealand.

PROFESSOR JEAN PIAGET, Member of N.E.F. Executive, has been in Paris for a few months, where he has been working as Acting Head of Unesco's Education Department.

DR. FRED REDEFER suddenly

phoned from the London airport. He had been to Yugoslavia for five weeks and was on his way home to New York. He had had an hour's talk with Marshal Tito.

DR. CARSON RYAN, another visitor to London airport, returning to U.S.A. from India, where he had participated in Unesco's Seminar on Rural Adult Education. There he found himself in the same working party as Professor Saiyidain—another member of N.E.F. Executive.

DR. PEGGY VOLKOV has visited Charleroi and Paris—the first for the International Conference of Experts and Directors of Children's Communities—the second as member of a committee set up by Unesco to enquire into obstacles to equality of access to education for women.

PROFESSOR CARLETON WASHBURN is now safely back at Brooklyn College after his summer N.E.F. tour in Australia.

DR. LAURIN ZILLIACUS is writing a book on the United Nations and plans to visit Europe again in the coming summer.

Clare Soper.

Erratum. Kindergarten ends and formal schooling begins at 7 in Soviet Russia. (See page 232, December issue, *The New Era*).

Directory of Schools

BRYANSTON SCHOOL

BLANDFORD, DORSET

Chairman of the Governors :

ERIC FARMER, M.A.

Headmaster : T. F. COADE, M.A.

(Christ Church, Oxford)

A Public School, founded in 1928, which attempts to unite progressive education with what is best in the old Public School tradition.

FIVE SCHOLARSHIPS (£100—£40),

a MUSIC EXHIBITION (£50),

an ART SCHOLARSHIP (£40),

and to boys of good character and all-round ability SOME BURSARIES (£60—£20)

will be offered at the end of May, 1950.

These awards are tenable for four years.

Full information may be obtained by writing direct to the Headmaster.

DARTINGTON HALL

TOTNES

DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools.

Fees : £180-£210 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

Directory of Schools—continued

SHERARDSWOOD SCHOOL

WELWYN GARDEN CITY, HERTS.

Headmaster :

J. D. EASTWOOD, M.A. (Oxon.)

A Co-educational Day and Boarding School for 260 children aged 4-18; boarders 11-18.

Modern methods combined with best elements in the traditional approach.

Emphasis on the individual: small classes: small bedrooms.

Co-operation fostered by means of competition between groups. Atmosphere of freedom, combined with toleration and respect for others.

Froebel (Junior) and Graduate (Senior) teaching Staff: broad general education, including Music, Art, Handicrafts and Dramatics, leading to specialist Sixth Form work.

Boarding Fees: 55 guineas per term.

Prospectus on application to the Headmaster.

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½-18. Separate Junior School for those from 5-11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community.

Headmaster : **H. B. JACKS, M.A. (Oxon.)**

WENNINGTON SCHOOL WETHERBY.

Founded 1940.

Boys and Girls, 8-18.

A new type of Boarding School, well-organised and efficient without losing the family quality of life. Wholesome vigorous community providing a training in disciplined co-operation and practical social responsibility. Well balanced curriculum. Graduate teachers.

KENNETH C. BARNES, B.Sc.

FRENSHAM HEIGHTS FARNHAM, SURREY.

Headmaster : KENNETH KEAST, M.A.

Frensham Heights is a co-educational school containing at present 160 boarders and 40 day pupils equally divided as to sex and equally distributed in age from 8 to 18.

The school stands in a high position in 170 acres of ground. There is a separate Junior School for children from 8 to 11.

Fees: £180 per annum inclusive.

About three scholarships are offered annually.

For particulars apply Headmaster.

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1950.

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards.

THE NEW ERA

IN HOME AND SCHOOL

A NOTE ON PSYCHOLOGY AND EDUCATION

Edward Glover

It is no doubt difficult to realize the vast changes that have taken place since the days when education was an academic pursuit governed often by considerations of commercial utility and controlled sometimes by inspectors whose chief qualification was an army training. In my opinion the more promising of the changes that have taken place in the last fifty years are the result of an increasingly close alliance between the science of psychology and the art and craft of education. Unfortunately, psychology speaks with many tongues ; hence a pre-requisite of the success of this alliance is that we should somehow or other learn to speak the same language.

For my own part, I confess freely that my views on education and upbringing are based wholly on Freudian principles and that consequently I may contribute to the confusion of tongues. But as I see it there are three main factors in all educational problems ; the operation of the unconscious as distinct from the conscious mind ; the influence of those unconscious laws or mechanisms which regulate mental forces and which act sometimes in the most peculiar ways ; and the enormous importance of the first five years in the development of the individual.

To say that school difficulties call for some understanding of pre-school education is certainly true but it does not go far enough. During this, to us adults, very short period of five years the child passes through a number of emotional crises which have a lasting influence on his character and behaviour. We cannot even define the process of education without taking into account the operation of those unconscious mechanisms which originally promote adaptation ; to say nothing of those early environmental (familial) influences which constitute the first forms of education.

We can be quite certain that one of the central aims of education is adaptation, however that

may be achieved. From birth onward through the pre-school phase the issue is one of the control of primitive instincts, and already before the child comes to you he has established patterns of action and reaction the nature of which he himself does not understand. Whether the educator realizes it or not, the youngest child that comes under his care is already an almost finished product and the educator's first task should be to discover, release and cultivate those capacities and potentialities which enable the child's already formed patterns to work to the maximum advantage. Every new boy should be a fresh field of discovery and a fresh problem in adaptation. True he may get along very well by himself but there is no harm in helping him.

The educator's second task may fairly be called therapeutic. Perhaps we can best describe this by saying that the educator is, or ought to be, a spontaneous environmental therapist, one who by altering the psychological setting of the child helps him to overcome past disadvantages and to get round the awkward corners of the present. For we must realize that, however resilient the ordinary boy may be, by the time he comes to the school period of life he has already been severely man-handled or woman-handled and is consequently liable to run into difficulties. Here again we must be careful not to be led astray by terminological misconceptions. It is a great mistake to think that the 'problem child', the 'awkward customer' is the exclusive concern of the professional psychologist. The habit of speaking of children as if all problems of adjustment were clinical problems is reactionary. A school without problem children is a bad school. Anyhow, in whatever terms you may describe the 'helpful' functions of the educator, it is quite clear that he must familiarize himself with the principles on which all therapy is based.

Now I think most people who have spent their lives in pedagogic work are aware of a special relationship existing between the child and those authorities with whom he comes in contact. Psycho-analysts have a special name for this type of relationship; they call it *transference*, and define it as a tendency to displace to a current situation or person reactions which in the first instance were directed towards family figures and situations. The process of transference is, of course, unconscious as is a good deal of its mental content; but its ultimate effect is to promote either friendly and receptive or hostile and refractory reactions to persons who later on occupy positions of authority. This, be it noted, is not a pathological state. The mechanism of transference is a perfectly normal mechanism and in its friendly aspects can be a tremendous aid to the educator both of normal and of 'problem' children. But it can also give rise to a variety of refractory school reactions—for example to fear, guilt, inhibition, hostility and, in many instances, to neurotic or anti-social behaviour. Moreover, it is well to remember that even if you do not try to use your capacity for evoking and retaining the positive transferences of the child, he will, like the neurotic, try to cure himself with transferences. It is always advisable to distinguish between what you have done for a child and what the child has done for himself. Always give the maximum credit to the spontaneous efforts of the patient or in the present instance the schoolboy. The educator should bear in mind that, like the psycho-therapist's, his function is not to mould the child after his own image but, so to speak, to take the stone out of the shoe and so permit the child to walk unaided. So long as there is no serious friction in his mind, the child is perfectly capable of carrying out his own psycho-therapy. We should also remember that school life, like life at large, should include the privilege of making mistakes. The idea that failure is necessarily a sign of maladjustment is an ancient pedagogic bogey. The child, like the psycho-therapist and the educationist, is entitled to a reasonable quota of failures.

Education bristles with problems, each one of which would require a conference to itself. This applies particularly to theories of education; and here I would like to add that although I favour the alliance between psychology and pedagogy, I think it would be an undue infliction

upon the child if every educationist were to become a psychiatrist. Although, therefore, I do not find myself altogether in agreement with the psychological aspects of the theory of pedagogy advanced in the next article, I do think that educationists could well follow its author's example and put forward educational theories that they find fitted to their needs and appropriate to their data of observation. Psychologists and educationists may not always agree but they have equal right to theorize. I would deprecate, of course, any attempt, by whomever it might be made, to produce arbitrary systems based on pre-conceived theories. Pedagogy like other forms of sociology cannot be based on any one set of factors. Nevertheless, it is an excellent practice to think over our theories, to discuss them and get them into perspective.

Finally, I should like to single out one issue raised in an article in the January issue of *The New Era*, 'Helping Problem Boys in a Grammar School'. The author showed that, taking boarders alone, the percentage of disordered cases dealt with in the school in which he works is not unduly high. If we include day boys, the percentage is actually very small. The principle involved is an important one. On the one hand it is bad to segregate 'difficult' children, and to deal with them by a system of centralization. On the other hand it is possible to overload a 'normal' school with 'abnormal' cases. Psychiatry in the past has tended too much towards segregation of cases. Ideally each social group should be able to 'carry' a moderate proportion of disordered cases. And I think it would be good for all concerned if the same principle were applied in school organizations.

PSYCHOLOGICAL BOOKS

A large selection of new and standard books on Educational, Vocational and Child Psychology, Mental Tests, General Psychology, etc., always available.

SECOND-HAND BOOKS. A good selection at greatly reduced prices at **140 Gower Street, W.C.1.**

LENDING LIBRARY. Medical and Scientific. Annual Subscription from **ONE GUINEA.**

PROSPECTUS POST FREE ON REQUEST.

LONDON

H. K. LEWIS & CO., LTD.

136 GOWER STREET, W.C.1

Telephone : EUSTON 4282

THEORY AND METHOD¹

By the Headmaster of a Boys' Grammar School

MY interest in evolving a way of helping school boys who are in difficulties began with my work as a sixth form history master. This obliged me first to decide what was the essential content of history which I must try to make clear to my pupils, and secondly to help them to cope with their own emotional make-up so that they could give themselves to their studies with freedom and incisiveness. These two apparently very different problems soon seemed almost to merge into one. In so far as it is possible to attain a profound knowledge of the self one attains also a means of understanding what man had been about in history and why it has had a distinct though somewhat variable shape.

I was fortunate in having to deal largely at that time with the sixteenth century, with all its struggles and debates about such fundamental questions as free-will, the nature of community, the question of significance (then called justification), of basic confidence (then called grace), and of determinism (then called pre-destination). I was concerned with showing these problems as recurrent in history and also as having been expressed with particular intensity in the circumstances of the sixteenth century. I was concerned, too, with discovering whether life is, so to speak, lived in jumps, whether man gets confidence and satisfaction seemingly from outside himself at a series of moments, when for some reason or other he feels good; or whether confidence and satisfaction are realized progressively through activity. I tried to examine whether man's aim is to dispose of his difficulties or to re-arrange them, whether what he thinks of as sin is corruption or disproportion.

I came to see the ultimate form of his problem as being man's everlasting effort to be approved of as a perfect, and indeed a unique son, with a perfect and unique background—an aim which was in conflict with the similar hopes and claims of others, and, of course, with the material and fleshly circumstances of his actual life. So I

formulated to myself this statement—and I must apologize for the crudeness of the way in which I put it—that if I could understand the myth of the Divine Child, which has been of such importance in history, I should have the key to what I wanted.

I had soon to deal with a sixth-form pupil with a very bad stammer which had not responded to treatment. With it went a sense of failure and despair. One of his most marked characteristics was his keen aesthetic sense. He hardly ever, for instance, failed to notice the rearrangement of a room, or to remark on the beauty of a bowl of flowers. I soon realized that he had an exceptional sense of form and little grasp of what form contained. He had little feeling of reality about himself and little of that sense of continuity which most people take for granted. He told me often that he felt no connection between himself as he was one day and as he was the next, and obviously, therefore, he had not as yet any beliefs or purpose. Since there were times when he was fairly fluent and others when his speech was badly inhibited, I felt that what I had to do was to discover the difference between the pattern of his feeling on these different occasions and that then it would be possible to clear up the stammer. I got him to see that the good life is something experienced, a process rather than a statement, and so to find a basis for some kind of faith.

From that we passed to the problem of concreteness. My pupil had a bad and rather extraordinary form of memory. However detailed the book might be that he had to read, by the time that he came to write about it he had resolved its contents into two or three generalizations. His essays were brief but excellent exercises in form and their content was slight. One summer holiday I asked him to write a short thesis which involved reference to quite a number of books and the building up of a system of fact. In the middle of it his mother, a widow, begged me to stop. The boy was sleeping badly, was strained and constipated. I persuaded her that this was the critical moment and that he must go on. In the end he won a prize with his essay which gave him great confidence, and in the following term his memory began to

¹ [*The author of this article is Headmaster of the grammar school described in the first two articles in our January issue. We have guaranteed the school's anonymity, but will be glad to forward correspondence if desired.*—ED.]

loosen and to work with an extraordinary richness. I had essays from him packed with fact—anything from sixteen to twenty-two pages. At the same time the stammer began to clear up. In the December the boy won a History Scholarship at Oxford. He stayed at school for one more term and the stammer completely disappeared.

I then took on a number of other stammerers and soon found myself being asked to deal with boys in difficulty, especially those who had little confidence in themselves and were unable to get on with others.

By the time I became a head master in 1938, I had realized what I had in fact assumed while still a history master, that all cases of maladjustment were but varying manifestations of the same basic pattern.

War circumstances and the presence of an evacuated school made it impossible to develop our newly-begun intensive work for some problem boys. Nevertheless, we were obviously not without problems. Three cases of bed-wetting were cleared up. All I did was to talk to the boys about it, getting them to agree to come to tell me if it had occurred and taking a sympathetic

interest in them. I was particularly interested in our Jewish pupils. When they were about sixteen I talked to them about the problem of living in an anti-Semitic world. In each case I found much hidden fear. Few things have impressed me more than the potential richness and love which is often hidden and frustrated in Jewish youth. There is a sense in which the whole of the problem we are discussing exists potentially in the Jewish problem.

As I have tried to understand the theme which I have described as the myth of the Divine Child, I have been struck by the importance in Jewish sacred history of the younger or unique son who, of course, was always the favoured one, to the chagrin of the honest-to-God, hard-working, worthy son, who, I suppose, is more like what most of us think of as ourselves.

Towards the end of the war a psychiatric social worker came to see me about an evacuee, an almost abandoned child, who had had great difficulties. Though his cure was largely effected when he went away for a term for treatment at a clinic, my visitor seemed to consider our attitude sympathetic and appropriate, and from then on a trickle of maladjusted boys began to

HEINEMANN

THE EDUCATION OF THE POETIC SPIRIT

Marjorie L. Hourd, B.A., B.Litt.

Senior Lecturer in Education, Borthwick Training College.

PROFESSOR W. R. NIBLETT writes:

'Here is one of the most creative, understanding, practical books about education I have read for a long time. There is a sense throughout that the author is in touch with children and their real needs. She writes not as a psychologist so much as a human being who brings her profound and complex knowledge of the child mind to enliven the work of the classroom and make it nourishing'.

HERBERT READ writes: 'Marjorie Hourd's book represents a further stage in the vindication of the child's inherent aesthetic aptitude . . . Miss Hourd has shown how naturally the poetic spirit can develop in the child, and what great value this development has for the integration of the child's personality'. *Demy 8vo. 10s. 6d. net*

ORPHEUS BOOK TWO

James Reeves

This anthology for 12-15 year olds completes Mr. Reeves' series of three poetry anthologies for secondary schools, now generally recognized as the outstanding series of recent years. Nothing is included which is not of genuine poetic quality. At the same time, poetry is presented, not as something stuffy or pretentious, but as satisfying the real interests of the pupils. There are songs, poems suitable for choral speaking, and poems reflecting both serious and lighter moods.

ORPHEUS, Book One. *Ages 10-12. 3s. 3d.*
(or 2s. 9d. limp).

ORPHEUS, Book Two. *Ages 12-15 3s. 6d.*

THE POETS' WORLD *Ages 15 plus. 4s. 6d.*

99 GREAT RUSSELL STREET, LONDON, W.C.1

come from different authorities. Before describing what we do in cases where we feel that something more than the normal comradeship of other boys and the influence of a friendly atmosphere is necessary, I want to stress that we do not neglect our primary purpose as a school. Indeed we are proud of our record as a country grammar school. I say this because the ultimate justification of what we are doing for the problem boy lies in our approach to the general problem of developing and clarifying the mind and emotional make-up of the ordinary member of the school, and perhaps especially the intelligent boy.

In general our method must have quick and even immediate results. In a normal school atmosphere the very unusual problem can remain very unusual only for a short period. Moreover, when a boy has had a long tradition of suffering and failure it is necessary to diagnose at least part of his difficulty at once, to help him to face it, and reassure him that one understands and can give him the help he needs.

I have come to the perhaps somewhat impertinent conclusion that the weakness of psychological theory is that it places too much stress on personal history. I feel that events, rather than being causative, are merely occasions for the manifestation of a pre-existing pattern, though of course they may do something to modify that pattern. I see no reason why this rôle of events should not be true throughout, although the less fixed the personality is, the more strongly are events likely to modify its structure. Once one thinks of mental and emotional pattern as underlying history instead of history creating pattern (and when I say history here I am, of course, thinking of the history of individuals) one realizes that, in fact, history is made up retrospectively, that what seems effect really precedes apparent cause. What appears to be cause is often merely what man is defending himself against. His moral form preserves him from what he considers evil. Because of this form he has security; and for this reason the implication of his feeling is that he has committed those things from which the moral form preserves him. The almost perfect example of what I am trying to say is in the religious conception of original sin but I cannot exclude its modern counterpart, the conception of the Oedipus situation.

I envisage a situation in which the would-be omnipotent, self-contained child becomes aware

of the impact of outer reality and of other people. Obviously he would be terrified and lost if he had not the safeguard of the moral form which he takes from society. He must, first of all, find an ultimate authority, and it is important to realize that an authority implies something or someone chosen and perfect which the authority guarantees. The child is concerned with not incurring the enmity of this implied figure which pertains to authority. What I am trying to say is that jealousy of another, who is in fact the ideal form of the self, lies at the root of our moral personality. If one does something to lose the approval of this favoured, this unique child of authority which has never had to be forgiven because it has always pertained to authority, then, while one feels the bitterness of exclusion, this approval is enjoyed instead by one's fellows and rivals.

Part of the implication of guilt is that the guilty person has done something which either deprives him of what he would enjoy in common with his fellows, or more probably of what he would like to enjoy exclusively. Often I find that the resolution of a situation of guilt comes through getting a boy to accept its implication, which often amounts to no more than enabling him to accept some position of ordinariness which is repellent to his *amour propre*. Consequently I find that the emotions of fear, of jealousy, of insecurity, of resentment, of reluctance, are largely only interchangeable forms, expressive of the inability to fit in. Jealousy and hatred of what is different are emotions which bind groups most strongly together, and this group hatred in its turn makes the individual hate, fear, and be jealous of those aspects of his own personality which would, were he not to repress them, exclude him from the security of the group. So, in a school, if authority takes care of the outcast and makes little of breaches of convention, it can do much to inculcate a wider tolerance and sympathy for varied types of personality and for aspects of the individual's own personality which group intolerance would otherwise condemn.

I hope that I have said enough to show that I think it possible to establish a pattern of personality of sufficient validity to enable me to deal with the delinquent, the asthmatic, the frightened boy of one type or another, as in a sense interchangeable manifestations of

ANNOUNCING

A Finishing Course in English

by G. L. SPENCER

Two books compiled with the specific purpose of providing a comprehensive course of exercises and examples for rounding off a basic education in English.

Book I—*The Mechanics of the Language* 134 pages, 4/6
Book II—*Composition Based on Verse and Prose* 165 pages, 5/-

The Treasure Chest

by W. J. GLOVER

A new anthology of poetry for the Secondary School

A selection of poems from the past and present, wisely chosen for their worthiness and appeal to children.

Notes for the dramatization of each poem have been added. A series of three books.

Book I, 4/6 Book II, 4/6 Book III to follow

This Sceptred Isle

by W. J. GLOVER

A new anthology of Poetry and Verse in praise of Britain and her Freedom

Three books, each opening with a passage in praise of Britain and her Freedom. Other sections in praise of famous men and women, famous events in History, and pen pictures drawn from Nature.

Book I—*Paper Covers*, 3/- *Limp Cloth*, 3/6
Book II—*Paper Covers*, 3/6 *Limp Cloth*, 4/-
Book III to follow

Good Story Readers

by E. G. HUME

Series III. Four books each with a large number of stories and introducing word analysis by breaking the words into syllables. Teachers in Primary Schools with retarded pupils will be delighted with this new series.

Paper Covers, 1/-

Short Plays from Shakespeare

by W. J. GLOVER

The better-known plays of Shakespeare presented in a form likely to make an immediate appeal to the young actor and reader. Suggestion for costume and staging make this a valuable aid to Dramatic activity in schools.

Paper Covers from 1/6

Man and his World

by JAMES MAINWARING, M.A., D.Litt., F.R.Hist.Soc.

Book III—*The World's Wealth and its Problems*

Dealing with the evolution and effects of the conditions which prevailed in the World in September, 1939, this book is a frank analysis of the international and social problems which must be considered in the task of post-war reconstruction.

Cloth Boards, 7/6

We shall be pleased to send list and inspection copies

GEORGE PHILIP & SON LTD.

32 FLEET STREET, LONDON

disproportion in personality. As a senior boy suffering from asthma to me: 'I suppose in a way it was lucky I had asthma. I might so easily have become a delinquent instead.' We find that it is usually not difficult to deal with cases of maladjustment, even if they seem serious, in boys of eleven or twelve. In some way or other one just has to enable the boy to fit into the juvenile group, to accept its values, loyalties and repulsions. But occasionally, and especially when one has to deal with the older boy who can no longer uncritically accept the standards of the schoolboy gang, it is necessary to go much more profoundly into the problem.

What I aim at ultimately is to find a way of thinking and acting, on which to base my teaching, that is wholly positive and is not based on some underlying rejection or repudiation. One older boy, an asthmatic, has often said to me, when we have got through a particular difficulty, 'Good, but I still can't say that I wholly wish to give up asthma or what goes with it.' Though he started with a most complex religious and moral system, he admitted to me that for him morality was a way of 'working his passage', as he put it. I admired his remarkable honesty of statement and I found it impossible in any way to take him in. His case in particular put before me this ultimate problem: how it is possible to attain real objectivity, a moral attitude which is not based upon the safeguard of the self, an attitude the only criterion of which is appropriateness.

In my early reflections upon my basic theme I realised that the main intention of the Christian ethic was the liberation of man from sin. I have now come to think that this must imply the liberation of man from dependence on ultimate authority. It also implies a liberated attitude to time: man should be able to live in the present and not be hampered by his sense of the past and its complementary projection into the future. From this point of view problem boys fall into two classes, those who are imprisoned in the past and forever trying to get it right, and those who excitedly try to grasp an ever illusive future. But, of course, those who live in the past are always thinking in terms of the perfect future and those who live in the future do so because the thought of the past is intolerable to them. In the solution of this particular problem lies a great deal of what the educator has to do.

A GRACELESS GENERATION?

Kathleen D. B. Littlewood

HAVING so often heard the young described as graceless, mannerless, witless, restless and dishonest, it has occurred to me to wonder whether, in earlier times, the manners of the young have always been matter for castigation. We know the old tale of an Editor of *Punch*, who on being told by a tactless lady, ignorant of his identity, that *Punch* was not as good as it used to be, replies briskly, 'Madam, it never was.'

John Lydgate, born in 1389, recorded of his boyhood, that he was 'Lik a young colt that ran without bry-dil'; that to his 'bettres' he 'did no reverence'; that 'jangling' and 'japing' with his fellows was his chief reason for coming to school; that to lie to get out of trouble seemed as natural as did the mild stealing—and he uses the term 'stealing'. His disorderly day is well expressed in the couplet:

'Loth to ryse, lother to bedde at eve

With unwassh handys ready to dyneer.'

The necessity for 'bry-dils' is recognized in the charter of a fifteenth-century Grammar School: 'And we will and ordayne that the forsyde teacher of grammar do sadly and discretely rule his scolers that none of them be *tedius, noysum or troublous* to the sayde place or any of the inhabitants therein.' Again in the fifteenth century, we read of the children of Edward IV's household that the Master in languages had special charge of training in behaviour: 'Great value was placed upon good manners and he urged them to show courtesy in word and deed. He was with them in their chambers, and in the Hall, and watched over their behaviour at all times and corrected them if they were not mannerly.'

A foreigner in the days of Queen Anne remarked 'the extraordinary regard' in England for young children: 'They are not spoiled, but often whipped even when they were quite tiny.'

The diary of Miss Elizabeth Firth, pupil of Miss Richmal Mangnall, dated 1812, describes how the seniors are referred to as 'great ladies' and the juniors as 'little ladies'; the pupils are addressed with some formality as Miss X and Miss Y. Details like these and the strange punishments meted out to offenders do not

obscure the fact that the behaviour of Regency misses does not differ very much from that of our own post-war pupils:

1812. *The Diary of a pupil at Miss Mangnall's School*

April 19th.—All the drawers, trunks and pockets were searched for some cake that was taken out of Miss Hither's drawer.

May 4th.—Miss Outhwaite was sent to bed at 7 for having her feet within the fender.

May 18th.—Miss Bitton had her dirty clothes pinned to her back for having them under her bed.

May 31st.—Mary Wilson had the cap on for cutting holes in her stockings.

Aug. 4th.—Miss Marshall and Miss Dixon fought.

Aug. 14th.—We were threatened to be sent to bed at 5 o'clock if there were not less noise in the writing room.

Sept. 1st.—I got ten verses for a slop at breakfast. We were all sent to bed without tea for making a noise in the writing room.

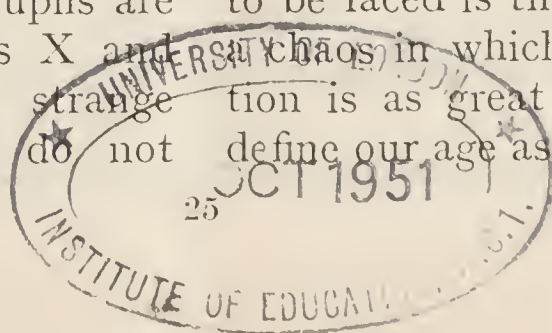
Oct. 29th.—We had a general task for noise in the dressing-room.

Oct. 30th.—There was a petticoat about, and we were not allowed to wash till after supper and threatened with twenty verses if it was not owned. It was not owned.

Nov. 26th.—Mary Wilson had the cap on for ippertinence to Miss Harrison and a paper to say what it was for.

It would seem then that the 'tediousness, noysomness and troublesomeness' of children has been a factor with which educators throughout the ages have had to reckon. Their habits are unhygienic—'unwasshen hands, dirty clothes under the bed', they steal, lie, jangle, jape and fight; they omit to 'doe reverence to their bettres', even are guilty of down-right 'ippertinence'. Their noise and *unowned* lost property—all these are century-old troubles.

Let us consider the environment in which the children of to-day are growing up. The first fact to be faced is that they are growing up in chaos, in which the mental and moral destruction is as great as the physical. History may not define our age as a period of social revolution, but



we are not the first to find cause for mental confusion in the life and times in which we live. So many children have been like shuttlecocks, bandied between different schools and different homes, and few of them have had the opportunity of any real home training. The simple mechanics of bringing up children—clothing, feeding, keeping them clean—are so complicated that, inevitably, standards have fallen. The absence of fathers and the return of fathers has made an almost equal number of difficulties. Parents living in unrepaid houses, other people's houses or tiny unsuitable flats, feel they want only to get the children off their hands—and how easy it is to understand why. In so many cases, children are not being trained at home at the time when they need the most patient, loving and careful training.

I have often noted with considerable amusement, however, that those who are most vociferous in their denunciations of the young, proclaim with one voice their courage and ability to rise to an occasion. This surely is the one thing which has been demanded of them. They have these powers in supreme degree; though it is hardly surprising that routine and the even tenor of a regular school life make little appeal to them: 'This is my tenth school,' said a nine-year-old child to me with pleasant aplomb.

I think it is probably true that children of to-day, especially those who were not evacuated, are remarkably unaware of noise. They seem genuinely surprised to learn that very often the sounds they make are considered harsh and unpleasant. They have been brought up in a world of applauded scrounging, lauded grabbing, and wantonly destroyed property. Care for property, honesty and fair dealing, are lessons which can only be taught with close co-operation between home and school.

Where there is trust how ready they are to learn, even if sometimes mistaken in application. A child in the Preparatory was invited as a special treat to pick chestnuts—there they lay, new and glossy and richly brown—but she would have none of them. At last the explanation was forthcoming: Miss X, her much-loved Preparatory Head, 'told us we must *never pick up* things'! So the talk on not appropriating each others possessions had been interpreted with rigid and earnest innocence.

There are occasions also when lessons are

passed on to parents. A mistress had taken a party of girls to a physical training display at the Albert Hall. She found that two were to be fetched by car, but would have to wait half an hour. She waited with them. The mother arrived and greeted her child, but took scant notice of the mistress. 'Mother,' exclaimed her daughter, 'here is Miss X who has been *waiting with us all this time*.' This timely hint was not lost on the parent who now hastened to be gracious and grateful.

It is not only the conditions of war that account for lack of training. I hope I shall not be misunderstood when I say that I am constantly made aware of the dangers of a superficial knowledge of psychology. Every science has its technical language and a loose acquaintance with psychological jargon seems to me as dangerous as the mishandling of theological terms by some earlier Victorian parents. Such terms as 'inferiority complex' or 'repression' or 'inhibition' might be useful, if properly understood, but they are more often glibly used to explain a foolish fear that the parent cannot exert any authority at all without provoking these states. We must not underestimate what psychology has done for the happiness and understanding of the child; but the young parent must learn how to use and not abuse this knowledge.

I SHOULD be untrue to all I believe if I passed over my conviction that the basis of all true courtesy is religion, and in particular the Christian religion. To meditate upon the thirteenth chapter of St. John's Gospel or the passage in St. Mark's Gospel, which opens with the 'child set in the midst', is to learn the meaning of Christian courtesy. Since the basis of good manners is unselfishness, the neglect of the faith which lays the strongest possible emphasis on humility, love and service, cannot fail to have its effect.

There are indeed special stimulants to self-centredness at this time. I am not unique, I am sure, in having in my school large numbers of only children. Many parents are anxious that they should not be spoiled, but it is inevitable that the home should be centred round the only child and the companionship of school cannot counteract this.

The material stringencies of our way of life have their effects. Rationing is a perpetual

check on generosity and hospitality. A child may admit that she pushed 'a little' to get on a bus, in order not to be late at school, but she is conscious that she was pushed and jostled by others, even where queues are the rule. The child lives in an unmannerly world—in homes which lack time, energy and possibly the will for their training. What can schools do, and what in particular can our own do?

Let us begin with the pure gold we have got: the natural good-heartedness of children and what one of our founders called 'the spontaneous benevolence of the child'.

I think we may add to that the general desire, on the part of young parents, to co-operate. Often they are thankful for help and advice about enabling their children to reach a standard of behaviour which they are incapable of arriving at unaided.

Social training must begin early, which is why I stress the definition, young parents. Some of our children are aged four or five, and our Junior and Preparatory staff are much concerned with social training. They know that no opportunity must be missed for social occasions, including 'make-believe' parties if real ones are impossible.

It is astonishing how many opportunities can be found for little ceremonies. We have recently allowed the Preparatory boys to wear caps with the school initials on. A little while ago when I was due at the Preparatory I noticed a group of earnest small boys lined up in the playground which I had to cross. I shall never forget the gay and gallant air with which they swept off those new caps, and how much I hoped my bow reached the standard of graciousness their greeting merited! Many excuses can and should be found for children to come to the Head Mistress's office. Some little thing to thank for, some message to bring. These occasions must be ceremonious, with invitations to sit down and thoroughly adult treatment. Messages couched in very courteous language (several times repeated!) may be models of how messages should

be given. Little habits of courtesy must grow side by side with the wider teaching of kindness and gentleness. Looking after new children as a matter of course is particularly important in these days when children can rarely entertain on a party scale. If the school can give parties, even if rather Cranfordian ones as to refreshments, they can be an endless means of training. This training can be part of the general plans for the party, whether it be a babies' party or a Senior School dance with boy guests. Formal arrivals and departures should be insisted on—methods of being effective hostesses and pleasantly behaved guests thought out.

It is a custom with us that representatives from any school expedition should come and tell me about it. It is important to know how to talk agreeably about something you have enjoyed.

Community life provides endless opportunities and I wonder if all members of our staffs appreciate this? A busy or pre-occupied teacher may let a child bump past her. When tired one may pass over little details of slovenliness of manner and work, or excuse negligence with the plea that a few hours in a day-school can neve-

PITMAN

Educational Books

Simple Puppetry for Children

By Irene Sergeant. This practical book describes how simple puppets can be made by children and can be used by teachers with no previous experience in puppetry. Various types of puppets are described, the making of a stage is outlined and suggestions given for puppet plays. Price 4s.

Creative Play in the Infants' School

By Dorothy Simpson, M.B.E., and D. M. Alderson. A new book by two experienced teachers who believe that Creative Play should be the foundation of work in the Infants' School. The purpose of Creative Play is outlined and a section devoted to organization. Price 6s.

Pitman's Educational Film Strips

A popular series of specially-designed teaching aids. Each strip contains about 20 'frames' and is accompanied by a helpful booklet for teachers. The following titles are available:

- The Sun, the Source of Energy. Part I—Life; Part II—Power; Part III—The Conversion of Energy. Produced by Aspinwall in collaboration with Dr. C. Clarkson.
- Air, Water, Bread and Butter. Fish and Chips. Cup of Tea. Produced by Aspinwall in collaboration with W. B. Little.
- The Family Budget. The National Budget. Produced by Aspinwall in collaboration with Dr. M. Kaye.

Price each 6s., including Teacher's booklet.

Pitman

Parker Street · Kingsway · London, W.C.2

undo slackness at home. This is a poor excuse. In preparing this paper, I have been reading amongst other things with fascination and at times with nostalgia, the educational principles of Emily Shirreff and Mrs. William Grey. What real wisdom and understanding is hidden behind some rather ponderous mid-Victorian phraseology. One thought comforted me: two world wars and a chaotic peace have not, even now, destroyed that for which they fought. One of their bogies was artificiality and superficiality in the lives of women and in the training of girls. Our children are growing up in an atmosphere of stark reality, knowing an austerity as great or greater than the most disciplined days of plain living and high thinking. They are accustomed to take great responsibilities, courageous, and in many ways serious-minded, and they are fine material for training in all the graces of true courtesy. With all our difficulties we have nothing to equal the seemingly insuperable problems of our pioneers—until recently I thought just the opposite.

IF we are to bring grace into the lives of our children we must first clearly realise what are their needs and to what extent we can satisfy them. The first step to this is to keep close contact with their homes.

Security is a primary need. We cannot remove all causes of insecurity, mend broken homes or take wearied anxiety out of others. But in our schools let one of our educational experiments be in stability; let us try to get some flow of monotony into our places of education.

We are so eager about all the pictures our seniors have not seen, the buildings they have not visited, the music they have not heard—but it is possible to have too much of this. The pattern of the days, the pattern of the seasons, the exquisite rhythm of the Christian year—let our schools restore these as much as they can to our children. 'School seems almost the only place where things haven't altered,' said an Old Girl gratefully, 'it is so lovely to come back.' Of course they have altered a good deal, but have not lost a familiar pattern in which all can feel at once at home.

Children urgently need *colour*, and for all the shabbiness of many school rooms, colour at least is still to be found in flowers. Let us make much of flowers in decoration, as a means of grace, whatever else is denied to us. Let us struggle

for all the tiny details which can make our rooms attractive and praise perpetually every sign of order and beauty.

Leisure: Grace and leisure belong together. Do we try (I am sure we are more conscious of failure than success) to get it for our staffs, our children and ourselves? Are we ingenious about making time to be quietly at the disposal of one another and of the pupils, or are we, adults and children, flying round like performing mice on a wheel? This is no setting for the development of grace and the charm of courtesy.

Finally, reverence. So much has been done to destroy, so little to stimulate the spirit of reverence in the life of many homes and in the daily contacts with the world. Can the school do anything? Our School Worship may be the only worship our children know. Each one of us feels how far short it is of what it should be, but let us go on unweariedly in thought about it and in prayer for inspiration concerning it, that this brief glimpse may direct them to the beauty of holiness and lead them to acknowledge the Glory and Majesty of God. 'Nowadays,' said Miss Gwatkin, speaking to us nineteen years ago, 'girls only give respect where it is due.' It is for us to see that at school it can be given. We will not 'teach them what to admire', but see that physically, mentally and morally there is put before them much that is worthy of their admiration—'first-rateness' in things trivial as well as in major matters.

We shall always have our 'young colts' without 'brydil'—children will frequently be 'tedious', if not downright 'noysum'. There will be 'noise in the writing room' and moments of 'ipertinence', lost property will not be owned—gauche things will be said and done. Our girls of eighteen are not finished products but living, growing plants needing much careful nurture which we can no longer give save by letter and interview. We must trust that it will be given by others. They will not yet have a 'right judgment in all things', but this generation will not be entirely graceless if, by the tireless love and patience expended in our schools, they at least desire to have it.

[Taken from a paper read to the Headmistresses of the Girls' Public Day School Trust schools, whilst Miss Littlewood was still Headmistress of Wimbledon High School.—ED.]

THE HABIT OF READING AND THE RURAL GRAMMAR SCHOOL

C. E. N. Watts, Leavesden Green Training College

THE enquiry described in this article forms a small part of an investigation carried out by the writer into the social backgrounds, educational progress and subsequent careers of children attending Grammar Schools in rural areas. These schools have their own special problems and detailed investigations were carried out in two comparable areas, Oxfordshire and Montgomeryshire. Home, school and subsequent histories were compiled for every child who had passed through the schools surveyed over a period of sixteen years, and interesting information was brought to light.

This article is concerned with an attempt that was made to assess the amount of reading done by the children attending the Oxfordshire Grammar School and also that done by their parents.

First, a brief description of the school and type of district from which the children are drawn. The school, built in 1928 in a district which previously had no Grammar School, is in a small country town with a population of just under 4,000 people. It is a mixed school and the children attending it are drawn from the town itself and from a number of small villages within a radius of about twelve miles. The nearest large town is twenty miles away and communication is principally by bus, in some cases only once a week. Naturally about 25 per cent. of the parents are farmers, but over thirty distinct other vocations are represented, ranging from doctors, vets., and solicitors to gardeners and farm labourers.

A questionnaire containing thirty questions was sent to the homes of a hundred and fifty children with a covering letter to the parents asking for their co-operation in supplying the answers. Although a number of the questions were of a rather personal nature, only one parent refused to assist. He was the Headmaster of a village school.

The questionnaire is too long to quote in full but it sought detailed information of the fathers' occupation ; size of family ; whether daily and Sunday newspapers were taken ; whether the child or any member of the family read library

books, and, if they did, where they obtained their books. (Similar questions were asked about the possession and use of radio sets and the choice of radio programmes.) Discussion of the replies will make the rest of the questions clear.

Daily and Sunday newspapers were considered first. It was very interesting to discover that although many of the homes were in remote villages or possibly not even near a village, only five families took no daily paper and all but ten took one or more Sunday papers.

The choice of paper tended to the sensational in the Sunday papers and with two dailies far ahead of the others. The choice reflected the political character of the area which is largely Conservative but with a new and growing Labour element.

Over a hundred children said that they read the newspapers each day.

Before discussing the reading of library books some mention must be made of the available sources, which are very limited.

The children have a good library at the school. It contains works of all kinds, fiction, travel, biography and science and so on. In addition to books owned by the school a number of books are received on loan each term from the County Library. The Education Authority makes a grant each term to enable the school to buy new books. Each child can borrow a book which he can take home and keep for one week.

The villages have branches of the County Library. Figures showed that there were twenty-two such branches in the area served by the school. These libraries usually open for one or two hours on one night each week.

The only other source of books is the '2d. Library' at the local stationer's shop. These have the usual supply of cheap fiction and they are well patronized. There are quite a number of these 'libraries' in the area. Answers to questions in this section were revealing. For instance, in reply to the question, 'Is there a branch of the County Library in your village?' the most frequent answer was, 'I don't know', whilst many said, 'No' when actually every village

in the area had an active branch of the Library.

The answers to the next four questions are worth quoting in detail:

	Yes	No
Do you read library books ? ...	66%	34%
Do your parents read library books	50%	50%
Does any member of your family get books from the County Library ?	27%	73%
Do your parents recommend books for you to read ? ...	50%	50%

These questions showed that a large number of the children were fond of reading and a further question made it clear that most of the books they read were obtained from the school library though 15 per cent. said they got their books from the County Library and 15 per cent. patronized the shop library. They were asked to say what type of book they liked best and to name their three favourite books. The choices, in order of preference, are shown below:

- (a) Thrillers and detective novels
- (b) Travel books
- (c) Books on engineering and aircraft (boys, this one)
- (d) Historical novels
- (e) School stories

An attempt was made to find out how many books each child owned but it was difficult to get clear information on this point. The only real fact which emerged was that over half of them said they possessed less than ten books.

As far as the parents are concerned it appeared that half of them read library books but that the greatest number of these came from the shop libraries and that the County Library, which is their only source of serious books, tends to be neglected.

It will have been noted that half the parents made no recommendations to their children as to what books they should read, presumably because they read little themselves.

A further factor which must affect the amount of reading done is that of opportunity. Only 20 per cent. of the children stated that they had a separate room in which to read and do their homework. Another question revealed that only seven homes were without a wireless set. This

gives some idea of the conditions under which much of the work is done. The exasperated teacher marking some apparently slipshod homework would do well to ask whether the poor child has had to do it while the rest of the family engaged in a noisy conversation and with the radio going full blast. It should be recorded, however, that careful examination of the educational attainments of the children failed to show that the fortunate 20 per cent. who work in quiet had done any better than the average. In the writer's opinion there is great need for a thorough investigation of the question of homework and its value when due regard is paid to the conditions under which it has to be done . . .

It was possible to conclude from the replies received that the amount of reading done by the parents was small, many of them contenting themselves with a daily newspaper. This places a great responsibility on the schools and teachers. This particular school was fortunate in that its library had some really good books and there were plenty of them. The children generally were interested and they were always ready to seek advice about suitable books.

There should be a good library in every rural school of this type. These libraries should contain, in addition to the usual stories and books of travel and biography, a number of standard reference books always available for the children. The problem is very different in the large towns where libraries are available. In small country towns there are not often libraries, and, since the study of the proper use of reference books is a vital part of education, these books must be made available in the schools.

Six titles now added to the ever-popular

BROWNS' NEW SERIES Y.A. READERS

SERIES A. For Five-year-olds :

HOP O' MY THUMB

DICK WHITTINGTON

SERIES B. For Six-year-olds :

THE SLEEPING BEAUTY SNOW WHITE & ROSE RED

Series C. For Seven-year-olds :

THE PRINCE AND HIS SIX FRIENDS
ROBINSON CRUSOE

Price 5^D. each book

Please write for illustrated pamphlet

A. BROWN & SONS, LIMITED
32 BROOKE STREET, HOLBORN, LONDON, E.C.1

Book Reviews

The Teaching of Modern Languages, issued by the Incorporated Association of Assistant Masters in Secondary Schools. (University of London Press, 10/6).

This is the most important work on the theory and practice of the teaching of Modern Languages which has appeared for many years and it should be in the hands of every teacher of the subject. The experienced will find in it a source of inspiration and encouragement; the beginner, a fund of valuable information and guidance. No aspect of the subject is ignored: quotations from the testimonies of masters of long experience and proven skill give to the book a liveliness which makes it stimulating and refreshing reading.

The authors' knowledge of the psychology of the successful teacher is no less profound than their understanding of the mental processes of the taught. The book is remarkable for its tolerance of all methods of teaching Modern Languages from that of 'the grammar-grinder of the old school' to the exponent of 'the uncompromising Direct Method'.

The case is made for the adoption in all secondary schools of French as the first foreign language, and the methods of teaching it are discussed at length; but attention is paid in the course of the book to the teaching of German and Spanish, and Russian is not wholly ignored. This preoccupation with French should not, however, discourage teachers of any modern language from studying and putting into practice the principles set forth, for they apply with equal force to all modern tongues.

The treatment of the teaching of Free Composition is particularly interesting and helpful with its stress on the wisdom of training the pupil in the technique of writing an essay before asking him to launch into an uncharted sea, as is all too often done by the inexperienced to the great discouragement of teacher and taught alike.

Great importance is attached to the value of Dictation. So often teachers labouring under the handicap of too few lessons in the week and too many pupils underestimate and neglect this most useful exercise.

Many teachers who are convinced of the vital importance of their pupils' becoming fluent in spoken French, but who are not fortunate enough to have an assistant(e) are perplexed and unhappy; various ingenious methods are suggested by which their difficulties may be overcome.

Particularly interesting, also, are the

observations on the part the assistant(e) can play, the arguments for and against internal testing and external examinations, the suggestions for the teaching of the non-specialist in the Sixth Form and the advice on the use which can be made of the gramophone, the radio and the film-strip, with a helpful list of the sources from which such films may be obtained.

The authors deal at length with the question of foreign contacts through the exchange of correspondence and the affiliation and linking of schools, and append a useful list of sources through which such contacts can be made.

On two points only should I be disposed to disagree with the findings of the Committee. The assertion that, 'in French . . . prose should form at least the bulk of repetition before the Sixth-Form studies in French versification (with however the important exception of La Fontaine's *Fables*)' seems to me unfounded; the learning and recitation of French verse can be of use quite early, even in the First Year. In discussing Sixth-Form texts for intensive study the authors recommend that 'at least one, and not more than two should date from before the nineteenth century'. It is the experience of many teachers of French that, difficult as they are, the masters of the seventeenth century are more worth the effort necessary to appreciate them than many of the writers of the nineteenth century. These criticisms spring to the mind of one whose experience has been gained in the teaching of girls and may be less valid in the case of boys.

At the end of the book the authors give a long Bibliography of works of reference. Could they, perhaps, in a subsequent edition, add to it a comprehensive list of the easy readers, the use of which they constantly advocate for the Middle School?

Early in the book we find these words, 'Even the born teacher has much to learn by trial and error, by patient experiment and observation, by self-criticism and a readiness to accept the criticism of others.' The effect of studying this book must be to lead even the most experienced teacher to examine afresh his aims and methods and, putting behind him some of his dearly-held notions and theories, to go forth in a spirit of adventure to make experiments and devise new methods of approach to his work, for without this flexibility the teaching of a language can become a soul-destroying business for the teacher and his pupils alike.

Gertrude Wilby

Towards World Understanding Published by Unesco, 1949

- No. II. The Education and Training of Teachers, 1/-**
- No. IV. The United Nations and World Citizenship, 6d.**
- No. V. In the Classroom with Children under Thirteen Years of Age, 1/-**
- No. VI. The Influence of Home and Community on Children under Thirteen Years of Age, 1/-**

These four booklets are from a series (Nos. I-IX) of Unesco publications for teachers. Each is the product, or perhaps more exactly the by-product, of an international Seminar. A certain cautious tone tends to pervade group reports; so often they constitute 'official' opinion. But these booklets, on the contrary, represent the personal wisdom and group findings of the members of the Seminars and are not an official expression of the views of Unesco. Alike when they voice cautiousness or boldness, one respects it, as the outcome of intense effort to survey each problem fairly and to make practical suggestions and recommendations. There is a marked individuality about each booklet. What else would one expect after noting the many levels in the educational hierarchy, and the many different countries from which participants were drawn for these six-week conferences? What is common to all these booklets, however, is the immediacy of the problems tackled, a wide yet penetrating and sincere discussion, and the challenging practicality of many of the recommendations.

Any teacher—and the series is addressed to such—must feel humbled in realizing from these booklets, how insidious is the cynicism which has marred his efforts to further his own and others' 'world understanding'; how inept he has been to take the opportunities which an attitude of fuller awareness would have revealed daily. So what? Let us accept the statement contained in each introduction that these printed findings represent the least valuable part of the work of the Seminars, and the personal experience of those who attended, the invaluable part. Does this mean that each of us must await his turn to attend an International Seminar to begin to reap these benefits? Are there not 'foreigners' enough locally—in other classrooms and types of school (not to cast one's net more widely)—with whom there could be fruitful discussion of educational problems to

THE WIDE RANGE READERS

by Prof. Fred J. Schonell
and Phyllis Flowerdew

An entirely new system of readers for the Junior School

The material, which is new and appealing, has range and variety fitted to the range of reading ages and interests at this stage. The series provides for the teaching of reading by a combination of group or section methods with the appropriate amount of individual provision.

This carefully planned approach, based on research and classroom usage, ensures success for all pupils, for they work from books appropriate

to their interests and levels of attainment. The word control, sentence structure, and grading to reading age have been done with the greatest care. The illustrations are bright and catching.

The full scheme comprises twelve books in two parallel series (Blue Books 1-6, Green Books 1-6) of equal difficulty.

Prices : 2s. 10d. 3s. 3s. 3d.
 3s. 6d. 3s. 9d. 4s.

The Blue Book Series is now almost complete. Please write for inspection copies and fully descriptive brochure which includes specimen pages and a note on Group Reading Methods.

**OLIVER
& BOYD**
TWEEDDALE COURT
EDINBURGH

give us something of that fuller knowledge and appreciation of other points of view, that training in tolerance, and that discipline in formulating opinion whether as an individual or as a group-activity, which these Seminars gave (in fullest measure, doubtless, to those with such previous experience). Here, in these booklets, are ample suggestions for topics, and future conferences will waste time if they fail to study what has already been discussed at international level.

For many teachers, faith in Unesco is a somewhat sickly growth. They may give it lip service or more; but many as keen adolescents and young teachers gave their unreserved enthusiasm in the 20's to the League of Nations, and the same fire cannot burn twice. Lack of knowledge is the concomitant of such lack of zeal, and Booklet No. IV, with its clear exposition of what Unesco is and its concise critical interpretation of the different sections of the Charter, will help remedy this. Further, it will build faith; for the authors see some hope for the beginning of functional world government in the new machinery for 'transnational co-operation'. Here delegates 'meet not as foreign office emissaries to manoeuvre in the game of foreign affairs, but as col-

leagues faced with certain common problems' and deal with 'the real interests of the people'.

The basic theme of No. II is the personality of the teacher; how it affects children and how they affect it; attitudes among teachers conducive to and inimicable to world understanding; teachers' social position and professional prestige. It is all extremely topical and illuminating.

So often teachers appear to assume that citizenship is something which is 'added on' to a school course at 14 plus, or in the sixth form, and that world-mindedness is something after that which the bulk of teachers have no need to worry about, that it is encouraging to find the two booklets, Nos. V and VI, devoted to children under the age of 13, in school and out. It appears that we are all responsible; teachers, parents, doctors, architects, all who in any way deal directly with the child or modify his environment are helping to form his attitudes—conducive to world understanding, or otherwise. In the second part of V the 'crux of the matter' is reached and difficulties which most of us tacitly accept as insurmountable are courageously assessed and practical findings are summarized. In Booklet VI, the 'scattered and personal remarks' of Dr. Myrdal show bold thinking. The

ultimate aim according to this member of the Unesco Secretariat is to 'awaken educationists to their responsibility for criticizing social conditions and helping to adapt them to human needs. An intermediate purpose is merely to get these things listed and honestly studied.'

It will be a thousand pities if these booklets do not reach the wider public and are not closely studied soon by large numbers of practising educationists. They are available from H.M.S.O. at York House, Kingsway, W.C.2, and by post, P.O. Box 569, Waterloo, S.E.1. Not everyone may be aware that the Stationery Office is an agent for Unesco publications (the fact is not noted anywhere on the booklets) and in the writer's experience there is delay when seeking them from other sources. They were not on show at the Publishers' Exhibition at the Conference of Educational Associations at King's College in January, 1950, nor at the London Head Teachers' Exhibition in November, 1949. One wonders what proportion of teachers in service or in training will in fact see them, and can only underline the recommendation made in No. II, p. 54: 'Unesco is urged to forward copies of such publications to every teacher-training institution in its Member States and, in addition, to maintain a permanent mailing list to which future material may be sent.'

A. E. Adams

English Studies 1949. Collected for the English Association by Philip Magnus (John Murray, 8/6).

This is the second volume of the New Series issued each year by the English Association. It is quite obviously meant for use in places of higher, conventional, education. But most of the essays throw fresh light upon, or examine from a new angle, famous writers of the past, and contain valuable material for all teachers and students.

George Rostrevor Hamilton introduces the reader to that strange American writer, E. R. Eddison, who began to teach himself Icelandic while still at Eton and later made a fine translation of *Egil's Saga*. From the extracts quoted, his novels bear the impress of ancient romance, and are written in the grand manner.

L. J. Potts has an interesting article on Ben Jonson, in which he remarks that the ten years between Shakespeare's birth and his, account for many of the differences between them, and further establish him as being of the seventeenth, rather than the sixteenth century; the editor himself

writes on the character and private life of Edmund Burke, a tragic revelation very useful to students both literary and political; Colin J. Horne puts Palgrave's *Golden Treasury* back on the pedestal from which for some of us, schoolroom memories have let it fall; for this was a volume of the greatest importance in education, compiled by an official of the Board of Education, who happened also to be a literary critic of value; but, says the writer, 'Palgrave has unintentionally directed taste away from the less sweet but tougher kind of poetry (Donne, Blake, Pope, etc.) that has influenced poets in our own day.' That this is true those of us who are middle-aged can testify.

One could wish that the next volume would contain a short note on the writers of these papers, in the manner of less august periodicals; all the more helpful when the authors are really persons of distinction; and one would be glad also, of a bibliography at the end of each essay, rather than in notes scattered throughout. A note on the aims of the English Association which is a modest but hard-working body, would not come amiss.

John Waterman

The Lascaux Cave Paintings by Fernand Windels (Faber & Faber 42/-)

The paintings at Lascaux add an eighth to the seven wonders of the world, and M. Windels' photographs do most worthily bear witness to them. For many months he worked in the silence of the cavern, in the light of four small acetylene lamps. The majesty of the great bulls, and gravid or leaping cows, galloping horses and stags' heads reared from the stream is reflected in this noble book.

The awe-ful quality of the ancient sanctuary is more easily comprehended from the reproductions, than on a first visit; for standing there, on the modern paving and under the concealed lighting of the Beaux Arts, whether jostled by the summer crowds or alone with the guide in spring, the mind cannot readily grasp the full significance of the place.

Up to the time when the book was written practically nothing had been found in the floor deposits; the artists had removed all trace of their working materials. But more recently excavations by MM. Blanc and Peyronney have brought objects of, possibly, a ritual nature to light, and it is now more than ever likely that the imposing scene of the Man, bird-headed and four-fingered, facing the bison that is wounded to death, may hold the secret of the religious belief of the

Ancestors. M. Windels, although not a professional archaeologist, wrote his own text around his plates in collaboration with Mlle Annette Laming of the *Centre Nationale de la Recherche Scientifique*, and having at his disposal the whole body of scholarship which has grown up around the discoveries of prehistoric art in France and Spain since 1879. His statements on chronology are to be accepted as authoritative to date.

It is curious that artists so expert in the delineation of animal form and vigour should so seldom, and so poorly depict Man. But I suggest that this especial skill in animal drawing may be correlated with the skill of some modern child-riders in drawing horses, and also with the fact that the Ancients, who used animal material for food, clothing, weapons, tools, vessels and ornament both sacred and secular, and were accustomed to handling, skinning and dividing dead beasts, must have known intimately every bone, the lie of every muscle, to their finger tips; their drawings are therefore in a sense kinaesthetic. They made their drawings, the animals pierced with weapons or scarred with scratches, in anticipation of the kill; Man they would not draw thus, and landscape evidently did not occur to them.

But whether the cave is a temple or place of secret rites or initiation, whether the paintings were done forty, or twenty, or seventeen thousand years B.C. or throughout the whole of that period, whether the painters were Magdalenian or Aurignacian, M. Windels emphasizes their greatest value to us in his dedication:—

TO
OUR DISTANT ANCESTORS
WHO WORKED IN THE SILENCE
OF THE CAVES
SOME TWO HUNDRED CENTURIES AGO
IN BELATED HONOUR
OF GENIUS NEVER SURPASSED

Rhoda Dawson

NOTES ON TWO FILMS

JORDAN VALLEY

E.3/2 Sound. E.S.154 Silent.
British Instructional Films Ltd.

This little film (running time 19 minutes) is intended to be a background to Bible study. The difficulties of the situation in Palestine when it was taken prevented anything more, and, in fact, the film lacks in the dynamic one would have expected of the settings of such profound occasions. But it is useful and instructive to see the scenery, from the

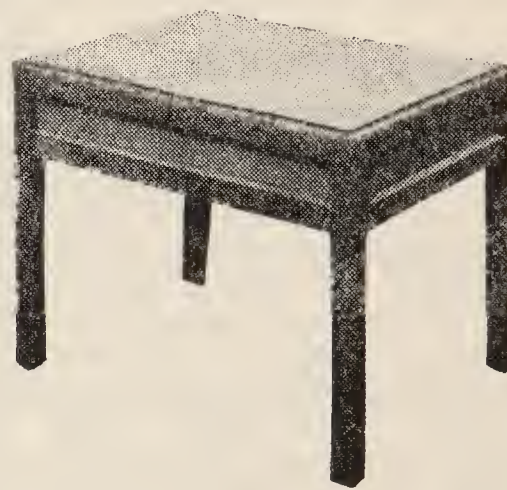


*This and other
new lines are
being included
in our new cat-
alogue now in
course of prep-
aration*

*Are you already on
our Mailing List?*

A WELCOME ADDITION to the NES Range

**Heavy gauge Zinc tray 30" x 22" x 6" in
sturdy table of prime hardwood. Fitted
with glider castors ... inc. tax £6 5 5**



NURSERY EQUIPMENT (SALES) LTD.

1263 LONDON RD., NORBURY, LONDON, S.W.16

lovely park-like landscape of the north to the grim ridges of the wilderness and the salt of the Dead Sea, so intimately related to our emotional inheritance. The Synagogue at Capernaum, where Jesus may have preached, and the sequence of rush weaving, with the mat indicated in the command, 'Take up thy bed and walk', are very apt.

A pamphlet is issued with the film, giving the commentary to be read with the silent edition, and the biblical references.

LOOKING FOR TROUBLE

A Children's Entertainment Film made by Merton Park Studios for C.E.F.

Well, so it *has* been done; a real film has been made in a school, by a real film company; the staff turned it into a school project and themselves wrote the script; staff and children acted their own parts, just being themselves, perfectly convincingly, and helped with part of the technical work; only one actor was professional, the naughty little girl, and she very good indeed. Not only has this Children's Entertainment Film all this interesting background, it is also a very good film. There are moments of great beauty and perfect cinematography, and the *montage* is excellent throughout. Yet there is nothing particularly dramatic about this story of a spoiled little girl who did not want to go to school, no deep significance, no particular adult symbolism.

The school in which the story takes place is, however, unusual; it is the King Alfred School at Plön, in Schleswig Holstein, the mixed Secondary Boarding School for British children in Germany. It had been built by the Nazis as a training school for submarine crews, and was taken over with all the amenities, sports grounds, running tracks, swimming pools, riding school, parklands, jetty and sail-boats on the lake.

The story is well told, and the camera makes the best use of the setting. For instance, the scene where the child, bent on getting away, tries to paddle round the barbed-wire fence is quite remarkable, the coils and twists of weed-hung wire most beautiful, yet there is nothing self-conscious about these shots. Finally, there is a most glorious sequence where that magnificent Valkyrie of a riding mistress gallops down the long woodland ride after the child escaping on her grey. Not the least part of this film is the sense of School, of many other figures, always someone else moving into the frame, and of the clanging vigour of young life.

Rhoda Dawson

THE C.E.W.C. CONFERENCE

THIS year's Christmas Holiday lectures and discussions for tomorrow's citizens, run by the Council for Education in World Citizenship, started on January 3rd. The Central Hall, Westminster, was decorated with flags of member-states of the United Nations. As 2,700 students were expected, seats had been arranged behind the speakers on the platform to provide enough accommodation. The main stream began at 9-30 and practically all the first-comers were girls. Throughout the Conference the girls, who formed about three-fifths of the membership, showed themselves to be far less shy than the boys and did not mind taking seats in prominent positions on the platform. Only when the speakers were answering questions did the boys literally and metaphorically push themselves forward to the microphones.

Lecturers were chosen for their knowledge of the subject rather than as party politicians. This point was made very clear to some Young Communists, who protested because their party was not represented. Apart from them, anti-Communist feeling was strong in the audience, but during two dinner-hours there were Communist meetings outside the Central Hall. The people at the Conference heckled the speakers at these meetings a great deal. Inside the hall heckling was disallowed, though at question-time all views could be and were expressed.

Lord Beveridge spoke on democracy and set clear in our minds his definition. This, though negative, is easy to remember. He said that no government is democratic unless every person can say what he thinks of it; unless its object is the happiness of the whole people, and unless there is a regular, constitutional way of changing the government. There were several interesting questions afterwards. One boy asked whether it would not be a good thing to confine suffrage to those who had reached a certain educational standard. Lord Beveridge replied that every citizen must be encouraged to understand world affairs but that no sane adult should be debarred from voting. With Lord Beveridge's opening speech, lacking all violence, the Conference started smoothly on its course.

Mr. Mayhew, who spoke on democracy in Britain, was popular, largely perhaps because he took advantage of the Socialist feeling in the audience.

On Tuesday, Sir David Maxwell Fyfe spoke on European Co-operation. He believed that idealism was an

essential prerequisite in building European unity, and ideals must be shown in action. I thought this rather difficult to grasp, as in these strictly austere days not many young people will indulge in being idealistic, as we think there ought to be strong practical action rather than idealism after such a war. I thought that his lecture was not very helpful, nor even very interesting.

After this, four papers—on the Benelux and Brussels Treaty, the Council of Europe, O.E.E.C., and the United Nations Economic Commission for Europe—were read. They were very efficient but rather colourless accounts which had been worked out at home in committee by representatives of schools in London, Nottingham, North Staffordshire, and Sheffield.

On Thursday Tom Driberg spoke on British Colonial problems. He was extremely good and answered the many questions he was asked very straightforwardly. Afterwards everyone felt how sincere he had been, especially as he admitted it when he was not able to answer a question. During his lecture the question of the colour bar arose, and when he said we should not patronize the negroes, as patronage is worse than opposition, but treat them as equals, there was a burst of instantaneous clapping. This, I think, shows more than anything else the attitude of English young people to-day.

Colonel Oliver Stanley spoke at length on Dominion affairs. I thought his lecture was nondescript, but then it was difficult for him to make much impression after Mr. Driberg's outstanding speech.

On Thursday evening there was a Brains Trust, including Mr. Kingsley Martin, David Eccles, W. E. Ward, Geoffrey Goodwin. The questions had been set by discussion groups and, to be quite fair to the speakers, were not such as to provoke lively debate. As a result the discussion was not very interesting, and people left early.

On Friday, Lord Boyd Orr spoke. He was by no means the most eloquent speaker; he neither tried to temper his facts nor to amuse his audience, but talked in serious terms of statistics; he did not allow us time for pessimism but suggested a practical plan in which there should be work and happiness for the people of the world: We can double our output of world food in twenty-five years; we must stop loss of food in storage; we must increase our dairy production. The only limit to food production is the time and energy that Governments are prepared to put into it; in other words, we can do it if we want to.

Mr. Tomlinson finished the session. He said that we are born citizens of

the world not artificially made into such, and that to be a good one, one must be a good citizen of one's own country and *vice versa*.

The 2,700 school-people were divided into sixty discussion groups and were given two questions to discuss, Democracy and European Co-operation. Really this part of the Conference was the most important, and I think more than two afternoon sessions of 1½ hours each should have been devoted to it. It is a pity that

so much depended on group leaders, in a friendly way, there is hope for who were older men and women. peace in the future.

They were able either to draw out or suppress discussion, and often did the latter if it wandered slightly from the point; after such checks it was difficult to start free discussion again. One speaker said that we must remember that the Conference was not the end but the beginning of a discussion. We must return to our schools and continue to discuss the further points raised during the Conference.

In most groups some people did not speak at all as the field was held by a self-confident few. In my particular group there were five Germans who joined in discussion. When two one-time enemies can discuss world affairs

Ruth Ellingham (16)

Directory of Schools

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards.

ABBOTSHOLME SCHOOL

DERBYSHIRE

(Postal Address: Nr. Rocester, Uttoxeter, Staffs.)

Chairman of Council:

FRANK SMITH, M.A., Ph.D.

Headmaster:

C. ARTHUR HUMPHREY, M.A.
(OXON.)

For boys of 11 to 18, with
a Junior School Section
for boys of 9 to 11.

Scholarship and entrance tests for September 1950, take place at the School at the end of March. Further particulars may be obtained from the Headmaster's Secretary.

DARTINGTON HALL TOTNES DEVON

Headmaster: W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools.

Fees: £180-£210 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½-18. Separate Junior School for those from 5-11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community.

Headmaster: H. B. JACKS, M.A. (Oxon.)

FRENSHAM HEIGHTS FARNHAM, SURREY.

Headmaster: KENNETH KEAST, M.A.

Frensham Heights is a co-educational school containing at present 160 boarders and 40 day pupils equally divided as to sex and equally distributed in age from 8 to 18.

The school stands in a high position in 170 acres of ground. There is a separate Junior School for children from 8 to 11.

Fees: £180 per annum inclusive.

About three scholarships are offered annually.

For particulars apply Headmaster.

Directory of Schools—continued

SHERARDSWOOD SCHOOL

WELWYN GARDEN CITY, HERTS.

Headmaster :

J. D. EASTWOOD, M.A. (Oxon.)

A Co-educational Day and Boarding School for 260 children aged 4-18; boarders 11-18.

Modern methods combined with best elements in the traditional approach.

Emphasis on the individual: small classes: small bedrooms.

Co-operation fostered by means of competition between groups. Atmosphere of freedom, combined with toleration and respect for others.

Froebel (Junior) and Graduate (Senior) teaching Staff: broad general education, including Music, Art, Handicrafts and Dramatics, leading to specialist Sixth Form work.

Boarding Fees: 55 guineas per term.

Prospectus on application to the Headmaster.

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1950.

Wychwood School, Oxford

RECOGNIZED BY MINISTRY OF EDUCATION

Maximum of 80 girls (boarding and day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls can work for universities, can specialize in Music, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principals: Miss MARGARET LEE, M.A. (Oxon.)
Late University Tutor in English.
Miss E. M. SNODGRASS, M.A. (Oxon.)

WYCOMBE COURT LANE END - Nr. High Wycombe

Boarding School for girls (8-18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

Principals: MISS M. E. BOYLE, B.A.
MISS H. J. ROBINSON, N.F.U.

ST. MARY'S TOWN & COUNTRY SCHOOL

Town School: 38-40 Eton Avenue, London, N.W.3. Tel.: Primrose 4306.

Country School: Stanford Park, near Rugby.
Tel.: Swinford 50.

Possibility of interchange between the two schools. Realistic approach to modern education. Special methods in Language and Arts. Sound academic work. Swimming, Boating, Riding.

Principals:
HENRY PAUL, M.A. ELIZABETH PAUL, Ph.D.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals: CARL URBAN, ELEANOR URBAN, M.A. (Oxon.)

Practical and cultural education for boys and girls (10-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees: £150.

THE NEW ERA

IN HOME AND SCHOOL

YOUNG CHILDREN AND DANGER

Evelyn Lawrence, Director, National Froebel Foundation

YOU can't let a little child run into danger', would be the first response to the introduction of this topic from most grown-ups. But the matter is not completely simple, and needs some careful thought. Obviously human beings have the capacity to learn to deal with dangerous situations, or they would not have survived as a species in the struggle for existence. This capacity is an educational asset. What line should parents and teachers take in helping its development, so that their children may face life safely and confidently?

There are both physical and psychological perils; let us consider the physical ones first. These can be unmanageable and overpowering, or to some extent controllable. I wish to deal chiefly with the kind which children can learn to overcome. In the case of gross physical dangers, our course is plain: we keep children away from them. Wise parents do not let little children play in streets where there is traffic, or stay alone in the house at night, or stray near deep water or railway lines, or play with bottles of poison; though tragic tales in newspapers remind us that even these risks are not always avoided. Road dangers are obviously most serious; such a large proportion of our population lives in towns or near main roads that it is difficult to keep children away from traffic. They seem to have some instinctive fear of wild beasts, of fire and of falling, but little of the motor car. The other day I saw three children of about five, seven and eight playing with the gravel in a roadside bin, by the kerb of a London highway along which the rush hour traffic roared. Every now and then the children, engrossed in their play, hopped backwards into the road. No measures which I, as a casual passer-by could take could be very effective. However, road safety is a subject in itself, and I will not attempt to deal with it here.

One of the important facts which teachers of young children are increasingly realizing is that opportunity must be allowed in school, as well as in the home, for experimenting with things and situations which are not free from hazard. This is not always easily accepted by people with more sense of responsibility than knowledge of children. Old gentlemen on committees have been reduced to a state of horror and dismay by a request that teachers of infants may have hammers and saws and other cutting implements in their classrooms. Editorial boards have been known to boggle at publishing books that advocated such practices. Moreover, education committees are legally responsible for the safety of children during school hours and they have to consider very carefully what limitations and safeguards they must impose.

But only by careful testing can the child find out what is feasible and what is not, or learn the skill which will turn a risky situation into a safe one. He will go on trying partly because normal human beings are so constituted that a little danger can be highly pleasurable. Those who have experienced the thrill of skiing down a steep slope, or negotiating a ticklish bit on a rock climb, or taking one's first high dive, know that feeling of mingled joy and apprehension, followed by keen exhilaration when the task has been successfully brought off. In little ways, confident and adventurous children provide themselves with these thrills very frequently. The baby learning to walk staggers from chair to chair, perhaps crying at bumps and bruises, but undeterred. With persistence and determination he finally masters this skill, and walking is no longer a danger. He tries to climb the stairs, and roars with annoyance when an over-anxious adult tries to help him. When he can do that there are other worlds to conquer.

It is extremely interesting to watch children

building up these bodily skills. If they are not interfered with they very seldom attempt what is outside their powers. They get one movement thoroughly established before they go on to a harder one. Watch a child learning to climb a tree. He will usually climb the lower branches many times before he will try a higher one. Cats more often than children get stuck up trees.

The same kind of process goes on in learning the use of tools. Tiny children bang about with hammers for the fun of making a noise. By the time they want to knock in nails they know the feel of the handle and can hold it firmly and direct its stroke. They seldom, like grown-ups unused to tools, hammer their fingers. Before the age of seven children can learn to use most of the ordinary adult implements, such as hammers, saws, pincers, scissors, large needles. They should however be given the opportunity to work with tools suitable in size and character. Small real things are what is needed; pretence tools are no use to anybody. The fact that a thing is a miniature edition of a real adult implement is one of its chief charms. Notice the delight on a child's face, for instance, when it is given a tiny real cooking basin or saucepan. Cutting edges should be of medium sharpness; one naturally would not give a child anything of razor sharpness, but neither should edges be too blunt. Blunt things slip and may be more dangerous than sharper ones. The toy shops are much better supplied than they were with suitable equipment for what might be called a children's workshop. Money spent on this kind of material is much more wisely invested than that paid for

expensive, elaborate, ready-made objects of which children quickly tire, and which offer no opportunities for progressive mastery.

Most nursery and many infant schools are now provided with apparatus of many kinds which would formerly have been condemned as dangerous. Ropes, commando nets, trees, ladders, wooden and metal framework for climbing, rails for balancing, poles for hanging from, are recognized playground equipment, and many more tools are used in the classroom. Many homes have always allowed their children plenty of freedom of this kind, but others might very helpfully provide more.

It is necessary to remember however, that to advocate allowing children their spice of danger, does not mean that adult care need not be used. When there is any risk a grown-up must be present, and she must be alert and near at hand. At the Malting House School Dr. Susan Isaacs provided a bunsen burner; one three-year-old found it his chief comfort at the beginning when he was homesick. But the gas was turned on only when an adult was at the bench, with a master key in her hand, ready to turn it off at a moment's notice.

Different grown-ups will be able to tolerate different amounts of experimenting for their children. It is no good allowing your child or your class to experiment if you go through such agonies yourself that the child senses it and becomes nervous. He is safest when he is confident. With regard to physical dangers it is important to remember that young children's estimate of the extent of any danger in the real world is largely based on the attitude of the adults around them. I have found myself, during a storm at sea, where I was not competent to judge the amount of danger, looking at the faces of the ship's officers to see whether they looked worried. To children, we are the ship's officers. Many observers during the war found that most children were astonishingly unaffected by the dropping of bombs where the adults present were calm and unafraid. Many teachers were very surprised by the *sang froid* of their classes during air raids. I watched the children in one London infant school on a day when doodle-bugs came over at quite frequent intervals and more than one fell within earshot. It was a school where very free methods were used, where



Building up Bodily Skills.

the children led a school life full of active happy concentration, and where they had complete confidence in their teachers. On this day several of the classes were being taught by strangers, but their own teachers moved serenely about the school, and the children trotted unconcernedly in and out of the cloakrooms used as shelters, carrying their work with them, going on with it as soon as they could get settled down. No sign of fear was visible.

It would be difficult to doubt children's powers to combine daring with safety after seeing the film which has been made for the Bristol Education Authority, of young children using apparatus designed for developing agility. Their skill and poise are astonishing; they swing and climb like little acrobats, and their beauty of movement is a delight. They are doing these things for the fun of it, and no set lessons could have produced the same unconscious rhythm and bodily control.

The best rule for the adult in charge is to watch the child or children one is responsible for, and not to impose any *unnecessary* restrictions. Any child who tends to have small accidents or who seems specially timid needs special care. It may be possible to find out when and why the accidents occur. There may be a physical difficulty, or unconscious motives such as a need to be *hors de combat* for a period, a need for self-punishment or a plain desire for sympathy, may be at work. Where the last is the underlying reason, there will usually be a good deal of fuss. John, when about eight years old, showed unusual insight into his own mental processes in the matter of sympathy-getting. When his mother came to bath him one night, she found him black and blue with bruises. 'Good heavens, John', she said, 'what-ever has happened to you?' 'I fell downstairs.' 'But I didn't hear you cry.' 'No, I thought you were out.' Emotional need to have accidents can lie at different levels below consciousness. Deep disturbances sometimes make people generally accident-prone, and a tendency of this kind may indicate a serious psychological problem.

If children have accidents, there should be neither too much exhortation to be brave, nor accusations of cowardice if courage fails. There is no need to add shame at having cried to the misery of being hurt.

CHILDREN sense danger from people as well as from things, and here again they have to learn what is safe and what is not. They usually



A Little Danger can be Highly Pleasurable.

With acknowledgements to Kodak.

know just how far they can go with each member of the family and with their teacher. Most teachers know what it is to experience trial by ordeal when they are new to a class. Students in training usually have at some time or other to bear the anxiety of having to manage children who can carry to a fine art a nicely graded technique of torment, by means of a system of noise, impertinence, insolence and rebellion. But they usually know pretty accurately when it is prudent to stop. They try out any new adult, often with small shows of partly veiled hostility, which can be repudiated if it provokes too strong a reaction. The two-and-a-half-year-old daughter of a family I visited wearing thick country brogues, said, with what can only be described as a dirty look, 'Look, Mummy, isn't that one putting big feet on the ground?' A four-year-old at a hotel the other day insisted on calling me Miss Whatnot. The look askance, the refusal to allow one the dignity of a name, are a way of standing up to someone big and new.

The best reaction to this kind of challenge, which may be anything from a playful semi-joke to persistent rudeness and hostility, is to show the children that they really are safe with one. The child quickly senses genuine love and kindness in its parents, real affection, friendliness, or at the least indifference to teasing, on the part of other grown-ups, and the provocative behaviour falls away.

Of course if the adults are in fact hostile and unloving, and form a genuine threat to the child, he has a much more serious and urgent problem in learning the best reaction, and in the end it may prove more than he can manage. I have entitled these notes children and danger, not children and fear, which is a much vaster and more difficult subject. The work of the psychoanalysts has established that there is not on the whole a close relation between fear and real physical danger. Our lives would be much more comfortable if there were. The basic difficulties in the early life of every child, the frustrations, jealousies, deprivations and constraints get translated into feelings of guilt, anxieties and fear. A fantasy life is developed whose frightening elements have little more relation to the real world than has an ordinary nightmare. Guilt implies vengeance, and avenging parents may be symbolized by gorillas in the wardrobe or bears on the stairs. One child who easily heard her blood beating in her ear when she lay in a particular position, for years went in fear of a monkey in the wall by her bed, making a quiet but sinister knocking noise. Any adult in charge of children who is really angry and fierce plays straight into all these hidden terrors; the tigers multiply. So the grown-up becomes a danger in as real a sense as if she were physically cruel. On the other hand, every sign of patience, of love and understanding, helps to diminish these wholly irrational fears. Then safety and danger may be more clearly estimated on the basis of the real external facts.

For the very young child, relationships with adults, above all with his mother, are more important than those with other children. But one of the main aims of the school is to provide the experience which will help to teach him how to be with his contemporaries without hurting himself or them either physically or psychologically. He learns that smiles produce smiles in return, attack is answered by attack. Sharing,

co-operation, giving, lending, win him approval from the other children, while hitting, biting and unfriendliness bring about a situation dangerous to himself. He goes on testing, trying and experimenting as he does with the inanimate objects around him. If he can lay a good foundation of stability and social adaptation during his first five years, this can be safely built on and developed later on. The watching adult will intervene if too much aggression, bullying or teasing goes on, but as far as she can she will let the children learn these social lessons by their own practical experience, and she will keep her own scolding, exhorting and interference down to a minimum. Dr. Isaacs quotes Rose, aged three. Her father had smacked her for biting her little brother. Her mother said 'It's an awful pity to bite.' Rose answered 'It's an awful pity to smack.' Smacking and reprimand produced only a display of baby wit. But later on, if other children bit back, she would soon learn that it did not pay. These do-as-you-would-be-done-by experiences do not form a major part of the life of a happy family or school. When the children are busily occupied with suitable and absorbing pursuits, even minor scrapping may be absent for long periods. But in the long run there are always enough differences of opinion and clashes of will among them to afford practice in getting on with other people.

To sum up then, one aspect of the art of bringing up children is the power to gauge wisely how much of the various kinds of risk they can cope with, and how to grade the things they use to match the development of their courage and skill, while protecting them absolutely from serious and uncontrollable dangers like disease, major accidents and human malevolence.

PSYCHOLOGICAL BOOKS

A large selection of new and standard books on Educational, Vocational and Child Psychology, Mental Tests, General Psychology, etc., always available.

SECOND-HAND BOOKS. A good selection at greatly reduced prices at 140 Gower Street, W.C.1.

LENDING LIBRARY. Medical and Scientific. Annual Subscription from ONE GUINEA.

PROSPECTUS POST FREE ON REQUEST.

LONDON

H. K. LEWIS & CO., LTD.
136 GOWER STREET, W.C.1

Telephone : EUSTON 4282

SOME READING DIFFICULTIES IN INFANTS

Erna Popper.

WHY do we meet reading difficulties so often? What is it that makes the recognition of some letters so much harder than that of others, and how can we explain some children's tendency to persist in some kinds of error in spite of repeated correction? These are some of the questions which every infant teacher asks sooner or later, pondering over the frequent occurrences of some reading difficulties in children of five to seven or eight years. For example, however often we explain and revise *b*, *d*, and *p*, some children still confuse them.

I had to deal with reading difficulties in children who had admittedly been taught by the 'phonic' method. They attended my special lessons within the framework of the infant school. I realize that much of their confusion could have been avoided by making full use of the look-and-say method. My task, of course, was to deal with existing problems, but at the same time I feel that the phantasies which were so manifest in these children may throw some light on infants' attitudes to learning in general, and they may also partly explain some of the difficulties which arise with the look-and-say method, *e.g.* confusion of 'he' and 'she' or 'Dick' and 'Dora'.

With many of these youngsters I had a feeling that something more than an intellectual difficulty was involved, in short that some of the emotional problems which I discussed in my last paper¹ might be influencing their disabilities and I made this my starting point. The following case was one of a number which confirmed me in this view:

Dorothy was only five years and ten months old, her pale little face was framed in a flood of long straight fair hair and her big blue eyes always looked puzzled and a bit far-away. She was extremely shy with adults but quite lively with other children, whom she used to annoy in a subtle sly way. Her formal school-work was very poor. Her paintings were mostly ragged patches of red or brown colour. She refused to explain the meaning of these paintings and, as it was quite impossible for the onlooker to notice any resemblances to the objective world, her artistic expression remained a mystery for us teachers. She would not use scissors, although she was very

skilful with many practical tasks, except for once when she—with great glee—cut off the heads of several paper dolls which her teacher had made for her. Dorothy's reading difficulties centered round the letter *d* which she never recognized and which she could not pronounce by itself even when only asked to imitate the teacher. She could pronounce words beginning with *d* but any attempt to make her say *d* by itself was met with shock and bewilderment on her part. Soon Dorothy's difficulties spread over other letters resembling *d*, such as *b* and *p*. At this stage she came to me. It was very hard for me to establish a good relationship with her. She was elusive and refused to talk about herself. Only occasional remarks she dropped allowed me to gain some insight into her complex little mind. I abandoned the letters for the time being and concentrated on the look - and - say method. Dorothy made very slow progress. I gathered that this was due not so much to her intellectual inability but to the resistance she seemed to put up against all learning. Once, returning to *d*, I said: 'It is *d* for Dorothy, isn't it? What is wrong with *d*?' 'My Mummy is called Dorothy but Daddy calls her Doe,' said Dorothy quickly. 'Would you like Daddy to call you Doe?' 'Yes.' 'When you grow up you will marry. Perhaps your husband will call you Doe.' Dorothy was silent. 'What is your Mummy like, Dorothy?' 'I have a little brother. He was born the day I first went to school.' We talked about her little brother for a while. Then I said: 'Dorothy, what does *d* look like?' Dorothy answered: 'It has a big fat tummy, here,' she pointed at the round part of *d*. 'It is not a tummy, it is a letter and this is the round part of it,' I tried to contradict. Later I learned that the phantasies Dorothy had projected on to the letter had some real basis in that her teacher used to encourage the children to give the round letters a nice big 'tummy'. My efforts to divorce the letters from the phantasies that had made them into dangerous objects for Dorothy were in vain. She made some progress but as soon as we cleared up one difficulty a new problem lurked round the corner. Dorothy's learning inhibition manifested itself more and more in all her activities. I was about to stop our lessons when she left our school because of removal.

¹ *The New Era*, December, 1949.

Soon after that I had to teach Valerie, a good-looking little girl of seven, always pleasant, kind and nice to talk to. She was, however, quite unable to keep up with the class in her formal work and her special difficulty was reading. She was a child of low average intelligence which—taken as a single factor—could not account for her shortcomings on the intellectual side. We started with our letters and soon Valerie knew them quite well except for *c* and *o*, which she always confused, usually calling a *c* an *o*. I realized that no amount of revision and exercise would help the difficulty. ‘Valerie,’ I said one day, ‘what does *c* look like?’ ‘Oh, it’s a broken *o*,’ came the prompt answer. I remembered that in the residential nursery many little boys and girls used to be terrified of broken things: cracked windows or a broken stick would inspire them with horror and Peter, a little boy of only four years, would consistently refuse to eat tomatoes because they were cut into slices and rice because it was ‘broken up into little bits’. The psychologist who was in charge of the treatment of these children explained to us that this preoccupation with broken things marked an important phase in most children’s history when they first notice the differences between little boys and girls. Indeed one evening when I was bathing several little children Henry, at the age of four, remarked: ‘Barbara is a broken boy, isn’t she?’ My problem now was how to make use of this knowledge without overstepping the bounds of reticence normal between teacher and pupil. Some days later I took up Valerie’s point. ‘I don’t think *c* is a broken *o*. I think *c* is a letter all by itself. It is just a different letter.’ ‘But it looks like a broken *o*,’ insisted Valerie. ‘Well, I’ll tell you a story about *c* and *o*: Once upon a time there were two little piggies with lovely pink tails. They took great care of their little tails and every morning they curled them up in such a way that each thought he looked his very best. The first piggie curled his tail like this:



the second piggie liked to curl his tail like this:



Their tails were equally long but one looked like *c* and one looked like *o*. The piggie with the *c*-tail never cut his tail, he just liked to curl it a different way. Both were very proud and happy. That is how *c* and *o* came to be.’ ‘Oh, I see,’ laughed Valerie. It worked magic until the end of the lesson. Valerie correctly recognized all her *c*’s. Before she left me she whispered in my ear: ‘But r-e-a-l-l-y the tail was broken, wasn’t it?’ ‘I think it r-e-a-l-l-y was not broken’, I whispered back. From that day on Valerie never confused *c* and *o*, and moreover she seemed much keener on her reading and progressed rapidly. The clearing up of this particular difficulty seemed to have helped her to a different approach to reading.

Michael and Sylvia had their lessons with me together. They were almost seven years old when we started. Both were healthy and well-mannered children. Michael was dark and a bit on the boastful side, Sylvia was fair and timid. Again reading was the main difficulty. They were at that time regarded as children of low intelligence which however was disproved by their good progress later, which enabled them to catch up with the average standard within a few months. Neither Michael nor Sylvia could tell *m* from *n*. Led by my experience with Valerie, I asked them what these letters looked like. Michael volunteered information: ‘Well, this (*n*) is this (*m*), only there is something missing.’ Sylvia blushed and said nothing. I asked them whether they would like me to tell them a story about *m* and *n*, and when they agreed I started: ‘Once upon a time there was a little boy called *m*. He went to school but he was not very happy. “What is the matter, *m*?” asked his Mummy. *M* said: “At school there is a little girl called *n*. I do not like her because she has the same name as I do only with something missing. Why isn’t she called something quite different?” “Oh, but she is called something quite different. Her name

you say with your tongue : *n*, and your name you say with your lips : *m*." The little boy tried it out and found that his Mummy was right : it was quite a different name.' During our next lesson I told the children a different version of the story : 'Another day the little girl *n* came home and said to her Mummy : "I do not like the little boy *m* at school. His name is so long when you write it and mine is so short. It is not fair." But her Mummy replied : "Haven't you got lovely long hair with red ribbons ? The little boy *m* has only short hair and no ribbon, that is not fair either, is it ? To make it fair his Mummy gave him a long name. So you have long hair and he has a long name to make up for it." The little girl really thought it quite fair now and from that day on *m* and *n* were great friends and they never complained of their names again.' While I told the story Sylvia stroked her beautiful fair plaits and smiled. When I finished Michael said : 'My name is a long name like the little boy's. It also starts with *m*.' Michael and Sylvia decided to keep their story a secret. They had no further difficulty in recognizing *m* and *n*. The next day we found that *h* and *r* presented the same obstacle. 'Don't you think they also grumbled about their names and that is why you cannot tell them from each other ?' I suggested. '*r* is a broken *n*', said Michael sadly. Sylvia looked at it and sighed : 'It has no long hair, has it ?' 'No,' I replied, 'but it has a big curl instead, like this : *r*. I think it is very proud of its curl. Perhaps its Mummy curls it every night. I do not think it is a broken *n*, it is just a different letter.' The children drew several *r*'s and Sylvia painted a blue ribbon on the 'curl' of one of her *r*'s. I then continued : 'What about *h* ? How do you say it ?' The children tried to pronounce it. 'You say it in here,' said Michael pointing inside his mouth. 'Yes, you say it with your throat. I think that is why it has such a long line : *h*. It reminds you that it wants to be pronounced with your throat. That makes it different from all the other letters, doesn't it ?' We made a drawing of a man showing his neck as a single vertical line :



In this way *m*, *n*, *h* and *r* lost their attributes of

'being broken' and 'having something missing' and the letters were accepted by the children in their own right. Later confusions occurred rarely and were always self-corrected. Like Valerie, Michael and Sylvia now became very interested in reading and it was fairly easy to help them in their further efforts.

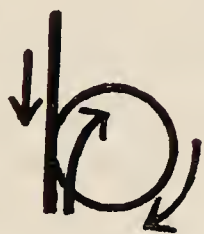
A group of four children whom I taught on another occasion struggled with *b*, *d* and *p*. We revised, wrote them out, formed words with them—and still no success. One morning Jean grumbled : 'Oh, this one with the hole in it (it was *d*). I never know which one it is.' (At the same stage of child development the fear of gaps and holes occurs frequently and is related to the same cause as the fear of broken things.) Jean was then six-and-a-half years old, a tall, thin, fair little girl who was miles behind her class with her reading. 'Has it a hole, Jean ?' I asked. 'Yes, here,' she pointed at the round part of *d*. 'You know, Jean, these are not really holes. They can be filled in and it still is the same letter.' 'It's not,' interrupted Sylvia, 'you have to make it with a hole.' 'Let us try,' I suggested. We drew *b*, *d* and *p* filling in the 'holes' :



All were surprised to find that the letters still could be recognized. I suggested that we should for some time always write them like this, 'filled in', as the children said. We did so for several days. Then I said : 'Grown-ups have no time to fill in the letters, so they just draw the outline like this : *b*, *d*, *p*. They know that these are not holes but that they could be filled in if there were enough time.' The children still preferred to fill them in. So we continued to write 'filled in' letters with great delight and we cut them out of cardboard. Eventually Jean thought it was too babyish and from then on we wrote the letters the correct 'grown-up' way. The children, however, remarked often : 'We could fill them in if we wanted to, couldn't we ? They really should be filled in, shouldn't they ?' and I agreed.

Then Peter, a little boy in this group, said : 'Even if you fill in the holes you do not know which side the tail is and then you do not know which letter it is.' 'It is not a tail, Peter,' I replied, 'it is a line. It is part of the letter. We

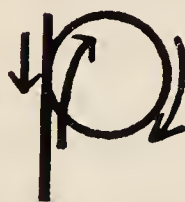
can write the letters in one go, so you see it is not a tail.' We wrote the letter *b* in one go saying: 'From high up down and round' thus avoiding the splitting of the letter into a 'hole' and a 'tail'.



This seemed to work. After a few days we went on to *d* saying: 'Round-up-down':



and then *p* saying: 'Down-up-round':



Throughout this period I avoided terms that might suggest human figures or objects. I emphasized the wholeness of the letter and its outline in neutral terms. All four children, Peter, Jean, Sylvia and John, mastered the letters within a period of about three weeks and had no further difficulty in distinguishing and sounding each letter.

These and similar experiences made it clear to me that at the age of five to seven years many children still live in a phantasy world and that where this tendency is strong they use letters simply as another object to be fitted into their complex emotional system. Later on this tend-

ency usually gives way to the more mature realistic attitude of the typical school-child. The most obvious answer to the problem is: Let us wait with the formal work until these children get older. But the conditions we work in and the standards set by the average child do not always admit of such a solution. Also, we must bear in mind that—although only in some children the emotional and phantasy life is so intense and pronounced at this age—all children, even the most mature ones, have only just overcome this stage and are still struggling to keep their precarious balance and their newly gained more objective and critical outlook. Therefore my policy always was to divorce the formal work from phantasy as much as possible. Letters are letters and they can be described in neutral terms, *e.g.* lines, rounds, up, down, etc. Children like to talk of 'tummies, long necks, hats, tails, sticks' in connection with letters. I, however, rather resist the temptation of falling in with their imaginative explanations than run the risk of tying up letters with human beings and objects which in their turn call up phantasies which may inhibit all further progress. Once this has happened, as was the case with most of my individual pupils, I had to make the best of their phantasies and try to take them back to the neutral plane by way of their own tracks.

[As Miss Popper says, the difficulties described in this article would not have arisen if look-and-say methods had been used long and confidently enough. Her task was of course to understand difficulties that she had not herself created, and we hope readers will have been interested in her approach. We hope to publish in June an article by Miss Brearley on 'Methods of Teaching the Three R's in the Infants' School.'—ED.]

YOUNG CHILDREN AT THE PICTURES

Val Walker

Two years ago I carried out a private investigation in order to try to answer the following questions:—

- (a) To what extent are children of five to seven years going to the cinema?
- (b) Why do they go?
- (c) What type of film do they see?
- (d) What are the short term effects on the children of cinema attendance?

Since I was working alone, I could not hope to

do more than provide some pointers towards the answers to these questions, and, of course, I could not aim at any truly scientific results. But I felt that, with so little information available on the effects of films on this age group, it would be worth while to scratch a little at the surface of the problem. I decided upon two main lines of attack. The first, and most important, was to observe the reactions of individual children at cinema performances, taking careful note of



Children into Dolls.

By courtesy of Soviet Film Agency.

all their remarks. The second was to check on frequency of cinema attendance at a few representative infants' schools. As the work developed, however, teachers were kind enough to let me have additional material in the form of drawings and compositions, and recorded statements by infants' school children on what they had seen at the cinema. In all, I achieved records of the reactions of 31 individual children, and information from 1,066 others.

In a country whose adult population spends £85,400,000 annually on cinema seats, it is obvious that the social pressure on the child to find his entertainment at the pictures is very great. Indeed, one has only to visit the cinema in the afternoon to get some idea of the number of tiny children in whom the habit is already being formed. According to a recent Social Survey, 15 per cent. of children under five years of age go to the cinema at least once a week. So that when we come to consider infants' school children we ought not to be surprised to find that the incidence of attendance is very high indeed. Picking at random four schools in the London area (Tollgate School, West Ham; Croyland Road School, Edmonton; Haverstock Hill School, Chalk Farm; and Brimsdown School, Enfield) I found that, of the 903 children questioned, thirty per cent. had been to the *adult* cinema during the week of the enquiry. Twenty-four per cent. of the children claimed that they went regularly to Saturday morning cinema clubs.

The films children see

As far as the adult cinema is concerned, we all know the type of films shown in the normal

weekly programmes. However, it is worth noting that during 1948, sixty-three per cent. of films exhibited were awarded "A" certificates, that is to say, they were considered unsuitable for children, although, of course, any child accompanied by an adult might see them. It is difficult to collect the titles of films seen by children of this age group because so often they are unable to remember them, particularly when the film has been especially unsuitable, boring, or frightening; but during the course of the investigation I listed all titles mentioned by children. On this list appear, for example:

Daughter of Darkness; The Sea Wolf; Jassy; It Always Rains on Sundays; Gone With the Wind; The Captive Heart; When the Bough Breaks; Golden Ear-rings; Blanche Fury; The Best Years of Our Lives; South of Pago-Pago; Beau Geste.

I wonder how many readers of *The New Era* would consider these films to provide suitable entertainment for children of five, six and seven?

I mentioned above that nearly a quarter of the children questioned during my investigation go regularly to Saturday morning cinema clubs. I attended one of these clubs myself every Saturday for ten months, and so had a very good opportunity of forming a balanced idea of the type of films shown. These fall into four main categories:—

- (a) Films made specially for the clubs by the Rank Organisation. These are usually excellent, but extremely few in number.
- (b) Other children's films, such as the American



Dolls into Children.

By courtesy of Soviet Film Agency.

Hoppitty Goes to Town and the Soviet *Land of Toys*.

- (c) Old adult feature films of all types, including serials. Apart from the Westerns, many of which are first class in their own way, these films are usually at best trashy, at worst dangerous. Although all have been passed by the British Film Institute, many are, in my opinion, most unsuitable. I saw, for example, a most horrific effort called *Submarine Raider*, which occasioned a very large exodus of terrified little girls to the lavatories. Readers who have seen *Candlelight in Algeria*

may be interested to know that I saw that film also at a children's matinee.

- (d) The cartoons, whose characters are dearly loved by the children, but whose plots and dialogue are frequently incomprehensible.

I think I have indicated that the greater part of the rather considerable amount of time spent by young children at the cinema is spent in seeing films which have not only not been made especially for them, but which have on the contrary been made exclusively for adults. This, of course, raises the whole question of the licensing regulations, with which I do not want to deal here,

but upon which I feel teachers ought to have an opinion. In examining the programme of Saturday morning cinema clubs we are, however, faced with different problems. In the first place the output of specially-made children's films is liable for many years (particularly in view of the current film crisis) to be totally inadequate to provide full programmes for the clubs, which must therefore fall back, as before, on old, second-rate adult films. In the second place these clubs cover a very wide age range, which it would be almost impossible to cater for in one programme, even were there a large variety of suitable films available. The Rank Organisation claims to cater for the age group 7-14 years, while in the L.C.C. area a regulation forbids children of under seven years of age to attend the clubs. But this regulation is difficult to enforce, and large numbers of children of five and six, or even less, are in fact admitted. In the four schools where I investigated this point, I discovered that of the 659 under sevens questioned, twenty-two per cent. were attenders at cinema clubs. Inevitably, then, whatever is shown is bound to be unsuitable for a large section of the audience. We might well ask ourselves what, if anything, do young children get out of the cinema?

Nursery School Workshops Ltd.

20 Malden Road, London, N.W.5

Gulliver
5062

OFFER :—

ALPHABET SETS. 60 Capital Letters. ($1\frac{5}{8}" \times 1\frac{1}{4}"$)
Printed in blue direct on hardboard. ... per set 4/-

SETS of NUMBERS and SIGNS. 53 pieces. ($1\frac{7}{8}" \times 1\frac{1}{4}"$)
per set 4/8.
Grooved Slats for standing pieces up ... each 4d.

NUMBER, SPOT and PICTURE SETS.
Three Layers in Tray ($8\frac{1}{2}" \times 5"$). Sets, 1-10 of matching
Numbers, Pictures and Spots ... per set 5/6

TWO-LAYER MATCHING JIGSAWS. 3 colours.
($7\frac{1}{2}" \times 4"$).
Breakfast Set Jigsaw and Picture, 12 pieces per set 2/9

DOLLS' TOY SHOP. (Card Cut-out) each 6d.
Twelve toys. $\frac{1}{2}"$ to $1"$ New Price 8d.

LITTLE PEOPLE FAMILY. Jointed Dolls.
Father ($4"$), Mother, Boy, Girl, Toddler, Baby. per set 8/10

MINIATURE SCENES. (30-36 wooden pieces).
Farm, Village Street, Zoo and Port ... each 4/9

TWO REALISTIC FLOATING FISH, with ROD—
per set 8/-

JOINTED WASHABLE WOODEN DOLL ($9"$)
each 10/4

(Prices include Purchase Tax)

Write for prices of large wooden Zoo Animals,
Cages, Shops, Inset Jigsaws, etc.

Identification with screen characters

We all tend to identify ourselves with characters on the screen or stage, or in literature, and sometimes we have the experience of 'losing' ourselves for a time. With young children at the cinema this process is the more complete because they are nearly always incapable of distinguishing between what is happening on the screen and real life. I had an amusing illustration of this when, having seen a film of the Trooping of the Colour, I took two children aged 6 and 5 along to the Horse Guards Parade to show them where the film had been shot. They were utterly bewildered to find that the soldiers were not still marching round as they had been on the screen half an hour before. This complete acceptance of screen phantasy means that the children feel more intensely about what they see than do adults. It is essential for their peace of mind that films should have such a simple pattern of good and evil that they can confidently identify themselves with the forces of good.

Apart from the Rank children's films, which are excellent in their choice of themes, I found the old-fashioned Western pictures to be the most acceptable to children, even though they contain a great deal of violence. But the old formula of the good cowboy winning and being rewarded in some way, and the bad man meeting a violent death corresponds well with the small child's desire to associate himself with the punishment of evildoers. Difficulties arise, however, if the story becomes more complicated, and innocent characters also get hurt (punished). In one of the Hoppalong Cassidy films a nice old grandfatherly type gets accidentally shot in a gun battle between the hero and the villain. Sorrell (6 ; 10) was terribly distressed by this incident, and had to be assured several times during the film that the old man was not 'really and truly dead'. After the show was over, she was still concerned about this, remarking on how horrible it had been. When we arrived home she seemed sorry that she had not stayed in and listened to Dick Barton because the film 'wasn't so nice to-day as it is sometimes, 'cos of all the killing'.

The serials shown at the children's matinees have extremely complicated plots, which I found almost impossible to follow in detail, and of course they sacrifice a good deal of coherence in order to retain a constant flow of brutal action. Unless one is familiar with the serial conventions,

Six titles now added to the ever-popular

BROWNS' NEW SERIES Y.A. READERS

SERIES A. For Five-year-olds :
HOP O' MY THUMB DICK WHITTINGTON

SERIES B. For Six-year-olds :
THE SLEEPING BEAUTY SNOW WHITE & ROSE RED

Series C. For Seven-year-olds :
THE PRINCE AND HIS SIX FRIENDS
ROBINSON CRUSOE

Price 5^D. each book

Please write for illustrated pamphlet

A. BROWN & SONS, LIMITED
32 BROOKE STREET, HOLBORN, LONDON, E.C.1

it is quite difficult to determine which are the good and bad sides. I found that until children had sorted this matter out they could not settle down to watch the film with absorption, but kept up a running fire of questions, such as 'Which are the goodies?', 'Which are the baddies?', 'Is he a goodie?', 'Is that the bad man?'

This need to identify themselves with sympathetic characters is, naturally, best met by the provision of child heroes and heroines. But the appearance of children in films is not necessarily a good thing from the point of view of the small viewer. In my opinion an otherwise suitable film, *The Yearling*, was ruined by the inclusion of an incident in which a very nice, good little boy dies, for no reason that would satisfy a small child. This is how Pamela (7 ; 3) described the film, 'I was fed up once at the Mayfair. There was a little boy, and he played in the garden, and he died.'

Identification with animals is something one would also expect to find strongly developed in children, and again it is a useful thing so long as the conventions are respected. Rin-Tin-Tin's films are very popular with children, but I think that sometimes this dog is allowed by his scenarist to suffer a bit too much, at any rate as regards the comfort of his young admirers. Patrick (6 ; 1), a very tough child on the whole, became extremely distressed once when Rin-Tin-Tin was wounded : 'E ain't dead, is 'e? Dogs don't get dead, do they? Not when they're shot?'

But most of the examples given above are fairly simple cases of anxiety compared with what small children must suffer at the adult cinema, where events are determined by adult values and experiences, which the child of infants' school age is not ready to understand or to accept.

Suffering, punishment, rewards, death, are meted out to the characters with whom the child has identified himself, according to principles and conventions which are alien to him. We need to discover just what are the emotional effects, and to what extent he is protected (and to what extent further confused) by his inability to comprehend the major part of the action.

Terror in the darkness

I have already given indications of the extent to which young children, especially girls, are frightened by films, but I think it is significant that, of the 31 children whom I observed at Saturday morning matinees, seven had to be taken out at their own request because their terror was so great, while five who asked to leave would not confess openly to excessive fear, but this was I feel the reason for their exit.

The major cause of fear is murder, especially the particularly brutal variety in which the serials specialize, but war pictures also have great power to terrify. The senseless and planless brutality of the serials forced a number of children to hide their eyes, or to go outside until it was over. One little girl, Ann (6 ; 6), seemed very indignant about the whole thing, and complained to me as we retreated, 'I saw them hitting a man and hurting him'. Klim (5 ; 10) in similar circumstances told me, 'I don't like this picture, there's too much banging. It makes me frightened.'

Referring to a war picture she had seen some time before, Caroline (6 ; 9) told me, 'It was horrible. People kept getting killed, and I couldn't stand it.' Sue (6 ; 4) had a very miserable time during the film *Submarine Raider*, which includes the bombing of Pearl Harbour, sea battles, a submarine sinking, and so forth. When the first shot of the Japanese appeared she shrieked and hid her eyes, and she continued to cover her face at frequent intervals until the sequence on the bombing of Pearl Harbour drove her into the sanctuary of the lavatory. We found the lavatory full of little girls, one of whom (aged 7) pronounced, 'It's the Japs. I can't look at them, it makes me frightened.' Sue's verdict on the film was, significantly enough, 'I don't mind the cowboys and Indians fighting, but I don't like *this* fighting.'

I cannot estimate the depth of the impressions left by these terrifying experiences in the cinema, and I think research is badly needed on this

point. A number of other issues are raised when one is trying to measure the power of such films to frighten the child. For example, to what extent does the presence of an adult lessen the fear? What influence does the physical environment of the screen (the darkness, the large numbers, and so on) have on the child? What is the effect, if any, of the fact that the only sanctuary is the lavatory? While leaving these queries for future researchers, I should like to mention that a little girl of 7 ; 3 told me that she did not mind the shooting so much in the summer as in the winter.

Fun and games at the pictures

What do children of infants' school age really enjoy at the cinema? So far the impression may have been given that they spend their time being terrified. Although this is far from true it is an unfortunate fact that they have very little fun. They enjoy the chases in the Westerns and the children's films, and like to see other children doing interesting things in the Club Magazine, but there is very little in the way of a hearty laugh for youngsters at the pictures, even at the children's matinees. Of course they adore the Disney characters, and do not seem to mind if they are unable to follow the plot and dialogue. They are always delighted by slapstick comedy. The most popular films during my period of attendance at a cinema club were *Hoppitty Goes to Town*, *Land of Toys*, *The Gold Rush*, *Look Up and Laugh* (Gracie Fields), and such comic shorts as those of Laurel and Hardy. Films such as the *Trooping of the Colour* and the *Royal Wedding* were greatly appreciated, and I received the impression that there is an unsatisfied demand among children for what I can only describe as films of beauty, colour, and romance.

How much do the children remember?

I have collected together all the verbal and written accounts of films which I had acquired during my investigation, to see whether I could throw some light on this question. But most of the material is most fragmentary, in fact it appears unusual for children of infants' school age to be able to give a coherent account of films they have seen. In most cases all that was produced was an incident, or a running together of a series of incidents, often from different films. But one thing is striking. This is that the

THE GOLDEN NATURE READERS

ELSIE V. M. KNIGHT, B.Sc.

Headmistress, Marlborough Junior Mixed School, Chelsea

The four books in this series cover a definite groundwork of knowledge in nature study suitable for Juniors from seven to eleven years. The work is essentially practical. Directions are given for the carrying out of many and various experiments and questions are set requiring a certain amount of investigation and logical thought. Simple scientific terms and chemical and physical processes are learnt which will later be of immense value. The books are well illustrated in colour and half-tone.

Book 1. Paper Covers, 2/-

Book 2. Papers Cover, 2/3

Book 3. Paper Covers, 2/9

Book 4. Paper Covers, 2/9

NATURE STUDY IN THE JUNIOR SCHOOL

A four years' scheme and syllabus based on "The Golden Nature Readers." 9d. net.

THE GOLDEN ROAD

W. BERTRAM WHITE

Headmaster, High Oakham School, Mansfield

These books offer to the child the type of poetry that is brimful of cheer, sympathy and courage. Gloom is completely absent from these poems of the sunshine, the wind and the rain, the flowers and trees, the sea with all its beauty and mystery. These poems, like Wordsworth's daffodils, are indeed "a jocund company."

INTRODUCTORY SERIES for Children of 5-7 Years of Age

Book 1. THE PIXIE DELL.

Paper Covers, 1/-

Book 2. THE ELFIN GLADE.

Paper Covers, 1/2

Book 3. THE SILVER PATHWAY.

Paper Covers, 1/2

FIRST SERIES for Children of 7-11 Years of Age

Book 1. Paper Covers, 2/-

Book 3. Paper Covers, 2/-

Book 2. Paper Covers, 2/-

Book 4. Paper Covers, 2/3

★ *Copies of our 1950 Primary School Catalogue are available on application*

UNIVERSITY OF LONDON PRESS LTD.

LITTLE PAULS HOUSE,

WARWICK SQUARE,

LONDON E.C.4

majority (49 per cent.) of incidents remembered are those of violence and death. Comic happenings make up the other main category, with 30 per cent.

The children's memories provide some interesting hints of post-cinema adjustment after gruelling emotional experiences. For example, when Pamela (7 ; 3) describes a recent film as 'All shooting, but he never got killed', one suspects that she is expressing her relief at the eventual happy working out of the story. Similarly Marie (5 ; 3) refers to the previous week's instalment of a serial thus, 'I've seen it, and they don't all be dead.' In the many references to the sailor who lost his hands in *The Best Years of Our Lives*, stress is laid on his successful adaptation to this misfortune.

But I think I must let one of the children from Tollgate School sum up this section. I quote, in full, his composition on 'Something you have seen at the pictures':—'Barry McToldridge is six and a half and he has only been a couple of times to the pictures and he forgets what he saw.'

Whiling away the hours

I am convinced that young children are bored for most of the time that they are in the cinema, even if they are attending a children's matinee. Of the 31 children on whom I kept detailed records 23 suffered extensive periods of complete indifference to the screen. This is hardly surprising when one considers that for the small child the screen is only absorbing when it portrays action, colourful scenes, or humour. In the case of feature-length films they are only very rarely able to follow the story, since comprehension of this depends on being able to understand adult dialogue, written titles and such complex technical devices as flash-backs and cross-cutting, which go to the making of even a simple adult film. Since he cannot follow the story, the child is forced to wait (with varying degrees of patience) for interesting individual shots or sequences. The periods between these must seem like interminable deserts of boredom, enlivened only by visits to the lavatory, games with the seats, and irrelevant chatter. Yet in only three cases were children so bored I observed as to be prepared to leave the cinema. The thought of the cartoon (astutely put on at the end of the programme) appeared to sustain children during periods of utter boredom with the feature film. We must remember, too, that most children are conditioned to sitting

through whole programmes of adult films with their parents, irrespective of whether or not they are enjoying themselves.

Alternative Ploys

When my investigation had gone far enough to show me how little the cinema to-day was catering for the entertainment needs of young children, I began to wonder whether they would not really prefer to get out in the open air and do more constructive things with their time. Accordingly I gained the co-operation of the four schools which had already helped me on attendance figures, and also of Barrow Hill Road, St. John's Wood, in posing a question to 1,066 children. This varied according to the geography of each school but the essence was to pose a practical alternative to going to the cinema. For example, at Tollgate School it was 'Which would you rather do, go to the pictures or to Woolwich Ferry?' At Haverstock Hill School it was 'Which would you rather do, go to the pictures or to Hampstead Heath?' It was interesting to find that a slight majority (56.2 per cent.) voted for the outdoor activity. What was more striking was that the school which voted overwhelmingly (161 votes to 51) for the outdoor activity was also the school with the highest figures for regular cinema attendance. The next highest vote for the alternative to the cinema (142 votes to 66) came from the school with the second highest rate of cinema attendance. I hope that when some really scientific research comes to be done on the problems of young children at the cinema, it will include an investigation on this question of the degree to which the pictures could compete with other forms of leisure-time activity, were these available.

I think this is the note on which to end, for my main concern in undertaking my own small research was to uncover some of the main problems and to attempt to stimulate research in a field which to date has been almost entirely neglected. Much is being done on the influence of the cinema on adolescents, and this is most valuable; but the fact must be faced by educationists that it is in the infant, even nursery school, years that habits of regular cinema attendance are being formed. If we are to turn the cinema to constructive purposes, and at the same time to broaden the range of children's leisure time activities, we must not wait until the years of adolescence.

EARLY INFLUENCES UPON THE DEVELOPMENT OF PERSONALITY

D. R. MacCalman, Nuffield Professor of Psychiatry, The University of Leeds

THERE is so much emphasis to-day upon the importance of child-welfare that it might seem superfluous to spend further time in discussing the relationships between early development and the resultant personality in adult life. We must remember, however, that the mere focussing of attention upon an object does not necessarily tell us all about it. That is but the beginning of study. Also, when an object is brightly lit under a spot-light it is difficult for us to pay attention to what is going on in the more dimly-lit surroundings.

I am inclined to believe that something of the sort has been happening with regard to child study, in the last forty or fifty years. We have been inclined to look for the explanation of the child's thoughts, feelings and behaviour within the depths of his mind. We have been aware that in the dim surrounds have been a father and mother, brothers and sisters, uncles, aunts, grandmothers, other children, health visitors, doctors, parsons, teachers (not necessarily in that order of importance) who have a part to play in his upbringing. We have noted his material environment, the culture and the century in which he lives, but meantime the limelight has been playing upon the drama of the instinctual libidinal drives of the infant, their modification by nursery discipline and their significance in shaping his personality.

Entrancing though this study has been, we have learned enough by now to admit, perhaps regretfully, that it has not yielded what we once expected. It has not provided a complete answer to the urgent problems of mental hygiene. Perhaps this is not surprising, for we psychiatrists have had the temerity to reach towards ideals not far short of those propounded by the philosophers, the mystics, the saints, as well as the reformers and humanitarians of all time. 'In its fullest meaning' as Wallin says, 'mental hygiene is directed to developing personality to its fullest possibilities, so that every individual gives of his best to the world, and knows the deep satisfaction of a life richly and fully lived.' These have been our lofty ideals, yet for too

long we have been deluding ourselves into thinking that the key to satisfactory living can be found in wise handling during the early formative years. Or if we have not quite believed that, we have comforted ourselves with the reflection that the inner world of childhood must first be studied. Thus we have neglected the fact that we cannot study any *living* material in isolation from the medium in which it exists. If this be true of lowly forms of bacterial life, how much more is it true of the complex, rapidly developing, ever-changing human personality.

Nor have psychiatrists been the only offenders. Is it not true that educationists have, until very recently, carried on their work as if the mind, the intelligence, were something which could be developed and trained in isolation from the rest of the personality, and even from the rest of the body? There are parts of the country where nursery schools are more schools than nurseries, and there are parents, to say nothing of education authorities, who value and support them financially because they believe in beginning the stern business of acquiring economically-useful, factual knowledge at as early an age as possible. They look askance at the social and play activities of the nursery schools, and would ban them in favour of the multiplication table and the alphabet, had they not been persuaded that these activities are not play or social at all, but learning in disguise. They would be horrified at the idea that play and social activities exist in their own right.

One such father, in the stern North, consulted me because he was in a state of constant anxiety. He had no doubt of the cause of his painful state of mind. 'I can neither rest nor sleep' he told me 'for worrying about my daughter. I think she must be feeble-minded. She is four years old and has been at nursery school for six months, and she can neither read nor write yet.'

This is not a plea that we should turn the spot-light of attention away from the child's personality and his intellectual training, but

that we should widen the beam so that his environment can be more clearly seen. Let us regard the child 'as a dynamic product of the interaction of a unique organism undergoing maturation in a unique physical and socio-cultural environment', limiting our attention to that moment in time when he first leaves his home and enters nursery school.

Until the moment when the child enters nursery school, he has known no life but that of his home circle. Probably he has seldom been able to play with a group of children of his own age, and certainly not a group organized by a specialist in child development in a carefully designed environment. His social potentialities and weaknesses are therefore undiscovered. He may have no confidence save in the presence of his mother. His experience of human beings may, thus far, have been painful, frightening and bewildering. On the other hand, his parents and siblings may have been kind and wise and he may look forward to the nursery school as an opportunity of enlarging his experience, of drinking more deeply of the satisfying cup of life.

I need not labour the point, for you have had much more experience of the first day of term than I. Year by year you have seen them come for the first time, some clinging to their mothers, some suspicious, some aggressive, some natural and at ease. You must have attributed these varying reactions to the varying patterns of home influence, and you have perhaps not looked further than the differing influences of the mothers. I would like to widen the scope of our spotlight and look for a moment at the home as a whole, and as a fundamental unit in a social and cultural pattern. The trouble is that we are apt to think of the home as being such a fundamental and established unit that we think of it as being static—unchanging and unchanged throughout the ages. This was forcibly brought to my notice by a passage in Bertrand Russell's Lloyd Roberts Lecture, (*British Medical Journal* December 10th, 1949). He had been speaking of the deep malaise caused by the rapidity of change in material conditions brought by industrialization, and had mentioned the various things — telephones, aeroplanes, broadcasting, cinemas, etc., which make the life

HEBREW READER

By C. Rabin

This book is especially designed as a continuation book for the student who is already familiar with elementary modern Hebrew. The reader is introduced quickly and easily to unpointed readings, and a complete "word by word" vocabulary is included. The text matter is composed of contemporary prose, written by good authors carefully selected as representative examples of modern thought and narrative. For example, there are extracts from writings by Bialik and Ahad Haam, the recognised models of modern Hebrew style. These extracts serve the subsidiary purpose of acquainting the reader with many aspects of Israel and its recent history.

Crown 8vo.

Full Cloth

10s. 6d. net

LUND HUMPHRIES & CO. LTD.

12 Bedford Square, London, W.C.1

of the young profoundly different from what it was in his own youth. He went on:—

'For an old man, with such a background, it is difficult to feel at home in a world of atomic bombs, communism, and American supremacy. Experience, formerly a help in the acquisition of political sagacity, is now a positive hindrance, because it was acquired in such different conditions. It is now scarcely possible for a man to acquire slowly the sort of wisdom which in former times caused "elders" to be respected, because the lessons of experience become out of date as fast as they are learnt. Science, while it has enormously accelerated outward change, has not yet found any way of hastening psychological change, especially where the unconscious and subconscious are concerned. Few men's unconscious feels at home except in conditions very similar to those which prevailed when they were children.'

Do you, as teachers, or do I, as a child psychiatrist, seeing a child for the first time, really appreciate that home to him does not mean what home meant to us in our childhood?

THIS impression of the strange world in which children must live to-day—strange to us, I mean, was further brought to my notice by an article, this time by a much younger man of vastly different background and experience, in a magazine of quite different interests from the *British Medical Journal*—Peter Drucker, writing about Revolution by Mass-Production in the magazine *Scope*, says that the most profound revolutionary effect of the industrial world revolution is its impact on the one institution on which all others are founded—the family. From time immemorial the biological unit has been the centre of emotional cohesion; it has also, in the past, been the unit of production. A man and his wife had a necessary partnership, biologically, psychologically and socially, and with few exceptions, children were integrated into the social as well as the psychological union. In those days, once out of infancy, children became also members of the production unit. Industrialization, according to Drucker, destroys this unit, and divorces the family from society. The place of business is separated from the home, and the father may go miles away to work. It is true that the mother and the children may work themselves, but even if they work in the same factory nowadays, they do not do so as a family unit. This may account for a rather strange observation which I have made increasingly among my child patients. If a boy is asked what his father does, he often does not know except in the vaguest terms. Some children

will say at once that their father is a bus-driver or whatever it may be, and have a lively interest in the father's occupation, and often a great wish to do the same when they grow up. That, in my experience, is how it used to be, for I seem to remember that even twenty years ago every child had a close interest in the occupation of his father. I have noted, too, that the child who knows and looks forward to following a specific adult occupation has a more hopeful prognosis than a child who neither knows nor cares about the adult world of work.

A hundred years ago the horrors of child labour were uncovered by Royal Commissions. In Drucker's opinion, the horror and degradation did not lie in its being children's work, but work in the factory. Work changed when it moved from the weaver's home, for example, to the factory. Children did not work there as children, but as stunted adults, next to, but not with their mothers.

In any traditional family, the mother is the very symbol of strength, fulfilment and social power. In an industrial society, the mother is likely to be a problem to herself as well as to society, being outside production and outside the cultural influences that affect her husband.

Having a family has also become very expensive. Children are no longer an economic asset, but an economic liability. It is significant that industrialization and a fall in the birth rate run parallel to each other. This brings us to question, more closely than we feel inclined to do, our assumption that we love those people who are dependent on us. In point of fact, is it not difficult to have affection for anyone who contributes nothing to our welfare, to say nothing of the person who is a liability and who causes us to suffer hardship? At the same time in these uneasy days the emotional unity of the family becomes an increasingly important element of our well-being, and disturbances in emotional cohesion, within the group, become severe crises, leading to maladjustment and neuroses, destructive alike to individuals and to family life.

Pre-industrial, non-Western societies have little resistance against the attack on the traditional family. This has been demonstrated in many parts of the world, and may, as Bertrand Russell suggests, have happened with considerable intensity in Russia. In Western

society, the change has been gradual and imperceptible enough to escape the notice of all but a few—none the less it has had profound effect. The home and the family are no longer to the same extent the focal points of social life, and this in turn has been directly or indirectly responsible for the increase in all types of nervous disorders, delinquencies, addictions, as well as for the insecurity, formlessness and lawlessness which lurk beneath the veneer of prosperity and gentility characteristic of industrial communities.

In violent contrast to the disordered hearth there is, according to Drucker, 'the beauty, the order and the clean, strong rhythm of the new industrial plants.'

When we see our children, and perhaps their parents, for the first time, do we keep in mind that the home they come from is subject, whether they are conscious of it or not, to such influences which were only beginning to have their effect when we were young? In those days, as in more primitive societies, the family as a primary group had a more stable relationship with the secondary group—the neighbours or tribe—than the average family has with the modern industrial community. The family knew where it was, and functioned within the neighbourhood according to generally accepted rules; it served a purpose bigger than the immediate self-interest of its members. Now, the small egocentric family circle may exist in an industrial city with neither roots nor purpose, neither obligations nor relationships. It may have no consciousness of belonging to any clan or club, any institution or organization. Even in a 'Welfare State' this is the fate and experience of many family units. We know from direct observation that when a cultural change of this type takes place rapidly, when industrialization and mechanization break up secondary group relations, it is always followed by an alarming increase in alcoholism, delinquency and mental illness. Further it has been shown that these effects can be largely avoided if care is taken to preserve the structure of the family and its relationships with the community. It is understandable that this should be so, for, as Reeves (1946) states, 'A significant fact about human beings is that, for true living, their experience must manifest a recognizable order, in obedience to intelligible laws and purposes, and in the midst of this ordered experience

each individual must see his meaning in relation to the whole.'

YET again we must note that in earlier times and more simply organized societies, parents showed more confidence in bringing up their children. They had in mind a clearly defined, if simple, pattern into which they sought to mould the child. That pattern might have been determined by superstition, and influenced by unscientific reasoning, but the child may have found it easier to conform to, and more adequate in meeting his more important emotional problems and needs, than the patternless upbringing in the modern home. Provided the child of a primitive culture obeyed the accepted rules of parental care and tribal custom, he could feel reasonably secure. What feeling of security can the modern child get when affection is not so much taken for granted as 'laid on' with anxious care, what simple approval can he obtain from parents unsure of their own functions and doubtful of their duties towards their family? One can easily believe the story of the psychiatrist who had been giving a lecture to a group of parents upon discipline in the home, and who was asked by a serious father: 'How do you feel about capital punishment, doctor?' The truth is that until the middle of the nineteenth century children were brought up on the principles of the traditional knowledge, unquestioned by popular opinion since the dawn of history. This intuitive knowledge has been assailed by the revolutionary impact of a scientific approach and so far only a few unrelated and unpalatable scraps from this new source of knowledge have penetrated the thoughts even of the best educated parents. How often, for example, are psychiatrists, and for that matter, nursery school teachers, accused of being the opponents of discipline, and the advocates of a degree of freedom which amounts to licence. And even when an intellectual understanding of such new knowledge is attained, one is still far from an emotional acceptance of it. 'How far it is' said Pascal, 'from the knowledge to the love of God.'

The further we widen the scope of our attention to the many influences which impinge upon the child, the greater is our wonder that so many children grow up into reasonably happy and useful citizens. This should give us new faith in the resilience of youth, in the power of adaptation

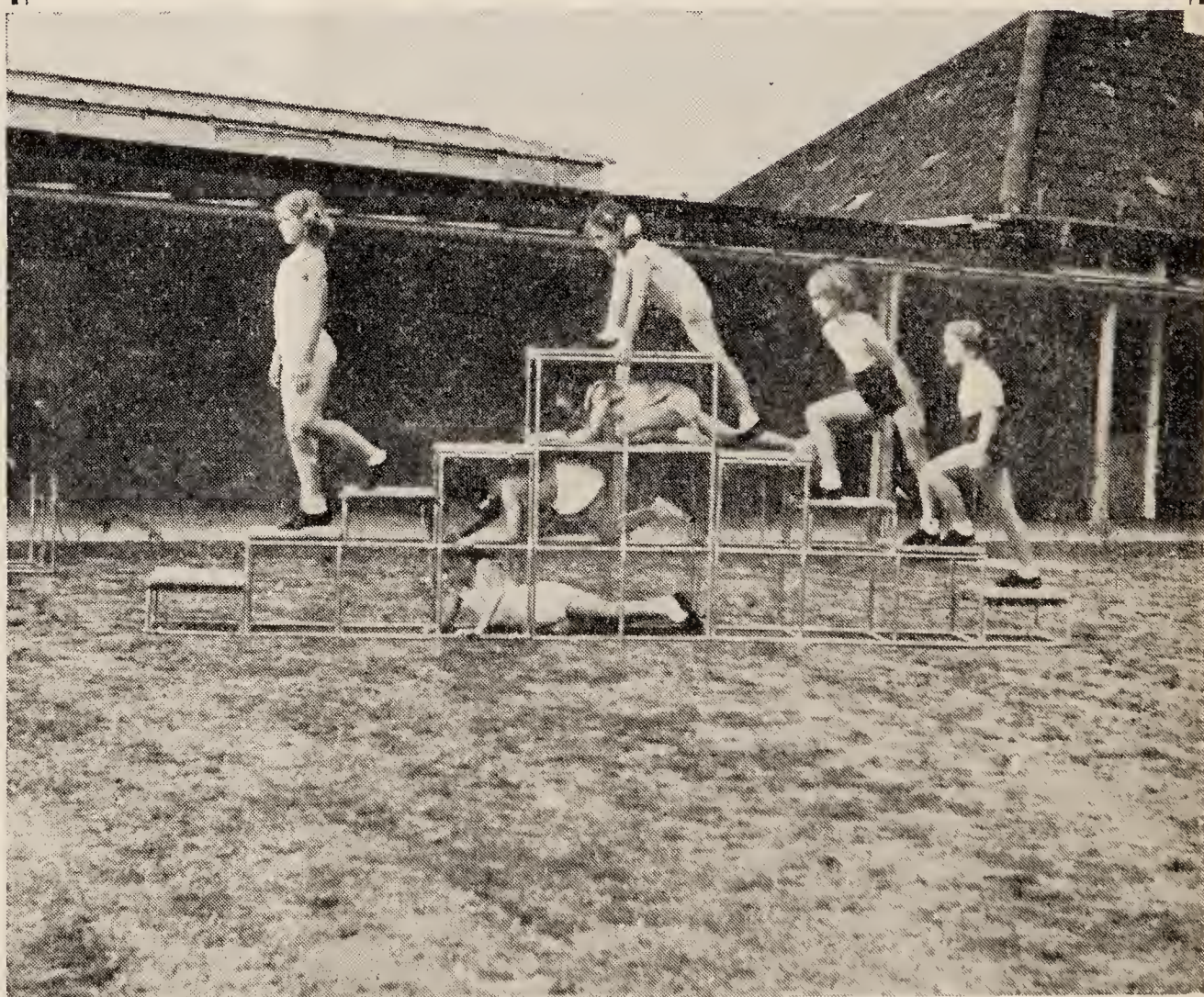
to varying adverse influences possessed by the child. It should also give us greater faith in those much-maligned individuals—mothers and fathers. Many of them must, very sensibly, love and enjoy their children and be guided by their intuition as to what is right and reasonable under the circumstances. Despite all the difficulties, they must be giving them abundant yet tempered affection, a feeling of security, a sense of values, a confident discipline, and a reasonable freedom of expression, for these are the intangible yet precious safeguards against maladjustment. It is only right that we should do what we severally can to assure them that they are doing well, and to free them from doubts and needless self-reproach.

WHAT then can the nursery and infants' school teacher do to help the child as well as the parents at this vital milestone of development—when he takes his first step towards social adaptation? First she must arm herself with knowledge, for no guidance can be given until something is known of the home and family. What must the teacher get to know in order to understand the child and its needs? First she must get to know the parent, and here she must be both understanding and tolerant. She must accept the probability that even the most enlightened parents will have ambivalent feelings to the child's first teacher. The mother, at best, will be upset because she will have to trust her child to an unknown person; she will be hoping that her child will not be upset so that she can take pride in her training, yet she will secretly be wishing that he will shed a tear or two at the parting. At worst, she herself will be unable to face the separation; she will have dreaded this day, and will have been unable to build it up in the child's mind as a happy occasion; she will, in short, be frankly hostile to the teacher.

The teacher, on her part, must expect these emotional reactions and be tolerant of them. But she must have time and opportunity to do so. Such complicated adjustments should not be attempted in one interview with a dozen or a number of dozen parents and children. Rather, Education Authorities should, as Wagner says, 'realize the full value of a programme which allows parents, children and teacher to become acquainted before school opens, and provide for it'. The first week or two of term should be spent by the teacher visiting the homes of newly-enrolled children, and having them in turn visit

CUBICON CONSTRUCTIONAL KITS

will build into all kinds of
Agility Apparatus



CUBICON

LIMITED

14 RICHMOND BRIDGE MANSIONS
EAST TWICKENHAM MIDDLESEX

Please give us full particulars of your requirements
when writing to us

the nursery school in very small groups. This is not so necessary where authorities have wisely attached the maternity and child-welfare service to the nursery school, so that the child and parent have for long been familiar with the place, and the teacher, before the child is old enough to be enrolled as a pupil.

What does the teacher want to know of the family background, and how should she begin? Well, it would be easier for all concerned, especially with the over-protective mother, if she began with a subject of great mutual interest to parent and teacher—the health of this particular child. It warms the heart of any mother to be allowed to talk about her child's illness, his likes and dislikes in the way of food and clothes. From this it is an easy transition to his training in toilet habits, his ability to dress and look after himself, his favourite activities, games and stories, his fears, his intellectual development. Only an occasional question is now needed to learn about the rest of the family, the position of this child in relation to age, the existence and influence of other relatives, the esteem or otherwise in which this child is held, the father's job, the socio-economic level of the family, the security or otherwise, the housing situation, the religious affiliations. And without asking any questions the teacher will probably hear or be able to deduce more intimate things, such as the degree of harmony between the parents, their method of discipline, the dominant parent, the attitude of the parents to nursery school, whether the child is looking forward to it, and whether he knows any other child in it.

By this time, the teacher begins to see the child as a separate entity and will have a good idea of how he must be handled and what programme to plan for him. Later she will be able to study him and increase her knowledge and skill in guiding him by her own observation of his characteristics. But the initial interviews should do more than inform the teacher, they should be of great help and comfort to the parent. The mother too frequently knows the difficulties displayed only by her own children. Her neighbours and relatives are not ready to confide in her that they too have worries about their children, nor she to confess her anxieties to them. I have often been astonished at the improvement in parent-child relationships when I have told a mother that her child's behaviour—aggression or

destructiveness or disobedience, for instance, are to be expected of any normal child in the course of the difficult business of learning to live, that difficult behaviour is often a sign of social growth.

HERE I envisage the teacher in a much wider and more difficult rôle than that of imparting factual knowledge—playing the part of an expert in child development. I have spoken of the need for understanding and tolerance. She herself must feel secure not only because she is equipped with sufficient knowledge, but because she herself has had a sound development. She must be emotionally mature enough to enjoy parents as well as children. She must have chosen this employment not because she has a sentimental fancy for infants, or because she has a maternal instinct in need of sublimation, but because she realizes the supreme importance to the community of guiding children towards better social adjustment, of giving them a vivid eagerness in creative activity, and a true enjoyment of work for the sake of the common good. (May I ask why it is that there are few, if any, male nursery teachers? Surely it is not a task beneath their dignity? Surely the myth that women are better at, and by natural endowment more suited to, looking after small children is somewhat out of date? Children need male influence at all stages of development, and one of the troubles with our industrial age is that they get so little of it.)

Those responsible for the training of nursery school teachers would, I think, be ready to admit that present-day courses still leave much to be desired. The trouble is that there is more and more to be learned, for to understand anything about personality structure requires considerable acquaintance with biological, psychological, sociological and cultural factors. Any one of these subjects takes a lifetime of learning. There are, however, encouraging developments in Universities and Institutes of Education which may result in the trainee-teacher's being provided with a much better equipment for her important task than hitherto. Even so 'it will require skill and artistry in teaching to translate theory into daily living'.

However difficult your job may be, however much may depend upon it in terms of good mental health, good citizenship, and human happiness, you may rest assured that your reward will be great. For you will have the deep satisfaction of a life richly and fully lived.

BOOK REVIEWS

Nursery-Infant Education

Report of a Consultative Committee appointed by the Executive of the National Union of Teachers. Published for the N.U.T. by Evans Bros., Ltd., London. 5/-.

The publication of this Report is an outstanding event to all those interested in the education of young children. The Committee which produced it has been working under the able chairmanship of Miss Lilian de Lissa, whose writings on education are already well known and appreciated by lecturers and teachers, and also by students in training. It is a sound, accurate and informative piece of work; moreover, it is extremely readable, being delightfully interesting and well-written. It should be carefully studied by every teacher of young children.

The purpose of the Committee is defined in the following terms: 'To examine and report on the aims, practices and achievements of Nursery-Infant Education and to make recommendations in relation thereto.' Following a brief historical survey of early education in England and Wales, the Report stresses the importance of education during the first years of a child's life and the limitations of the former system of education, still practised in many schools, with its concentration on the rudiments of reading, writing and arithmetic. Emphasis is laid on the need for co-operation between all those interested in the full development of the child—parents, teachers, school medical officers of health and psychologists. The co-operation between parents and teachers is the most important of all; and tribute is paid to the work of the nursery school in this respect.

The Committee recognizes the present need for team-work research into many aspects of education, and hopes that teachers will grow more and more fully aware of the part they can play in such researches.

The 'under-fives' have been considered separately from the infants, but the Committee do not wish to differentiate between the nursery and infant stages in education. As the nursery school is an extension of home life, so the infant stage should be an extension of the nursery. All aspects of the present provision for nursery education are reviewed, and the good work being done by the existing nursery schools is praised. While recognizing that progress in nursery education is being delayed because of the increasing population of five-year-olds for whom accommodation must

be found, often in rooms previously used by nursery classes, the Committee deplores the temporary official ban on nursery school development in spite of the promises of increased provision made in the 1944 Act. It recommends making nursery provision available to all children, as well as the opening of nursery schools of an experimental kind, where research may be continued.

The Report is realistic in its attitude to the problems confronting all those interested in the infant stage of education. Playgrounds, buildings, equipment, school meals services and staffing are all reviewed; and the need for smaller classes in infant schools is strongly urged. A persuasive argument, supported by the work of Dr. Susan Isaacs and Miss D. E. M. Gardner, is put forward in favour of allowing all children to remain in the infant department until the age of eight. Modern infant methods encourage an informal approach to learning, but they lay a sure foundation for knowledge. Hence the Committee would like to see all children spending three years in the infant school, so that the fullest possible benefit may be derived from this stage in their education.

The section on 'activity methods' of teaching will be welcomed by teachers, and should help to clear the confusion now existing in their minds regarding the value of these methods. Activity, it states, can be of mind and emotions as well as of the body, and this approach to learning is nothing more than an opportunity to live fully and naturally. The value to the child of play in a rich environment is delightfully dealt with; but most admirable is the account of how, through his play activities, the child is able to see his need for the mastery of reading, writing and arithmetic. It is interesting to note how inevitably children find the need for the three R's. . . . If the need for them arises in their play, children apply themselves to learning with keenness and determination that help them over difficulties and make for speedy and joyful learning. There is then more progress made in a few months than is usual in years by traditional methods.

This section of the Report contains one of the most vivid descriptions that has yet been written of the new methods as they are being developed in the most progressive of our infant schools.

In order to put these new methods into effect, it is clear that there is an enormously increased demand for the training of teachers of the best quality; and the Committee recommends care-

ful selection of all candidates for training and the extension of the present two-year course to three years.

Finally, a word on the value of the interesting summary of recommendations which appears towards the end of the Report. It must be remembered that these recommendations represent the combined views of people who are deeply experienced in the teaching of young children. Further, as will be seen from the Preface to the Report, these opinions are also widely held by the majority of teachers and by educationists of all kinds.

It must be emphasised that this Report is a reminder and an appeal to all concerned with the education of young children to make every effort for the future of the children in the light of recent experience and deepening knowledge. Not only, however, is the Report a valuable handbook for teachers and students, but it is so attractively presented and so well-written that any member of the public, knowing nothing of educational methods, could read it with interest and enjoyment.

E. Bremer

Your Child Makes Sense. A Guide Book for Parents by Edith Buxbaum, Ph.D. with a contribution by Florence L. Swanson, M.D. foreword by Anna Freud. (International Universities Press, Inc. New York. pp 204)

The ideas ably presented in this book are based on the author's long-standing experience, as a teacher and psycho-analytic investigator. She states her thesis thus: 'Child-development comprises physical, emotional and intellectual growth. These three aspects of growth cannot be separated from each other. Physical well-being or sickness affect emotions; emotions may affect physical health; both or either one may affect intellectual development.'

The book opens with a contribution by Florence L. Swanson, M.D., on the physical development and care of the child. She describes the emotional attitude of both prospective parents and the physical changes in the expectant mother, which bring with them a host of new emotional impressions. She sheds light on the vital aspect of infant care, which is not covered in the manuals dealing with food and general hygiene—the feeling-life of the baby, the human impulses which get their initial momentum in the primary relationship between the child and the mother. We are informed about the general physical development of the

Playing with the elements...



WATER TROLLEY

Children can have a lot of fun with this portable Water Trolley without coming to any harm. The aluminium tank has an anti-splash lip, and fits into a tubular steel frame, enamelled turquoise. Tank is also fitted with a drain screwed from below, and allows a pail to be slipped underneath for emptying. The Trolley has two fixed castors and two rubber feet; it can be moved when required by raising one end. Dimensions: Height 22", Width 20", Length 30", Depth 7".

PRICE £7 17 6 net,
plus P.T. £2 2 0

NURSERY PLAYSUITS

Ideal for outdoor play in damp and cold weather. This approved design allows plenty of room inside for warm clothing and the material is durable, wind and waterproof and washable.

Size 1, 2½-3½ years, 13/- each net

Size 2, 4-5 years, 15/- each net



THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED

Esavian House, 181, High Holborn, London, W.C.1. Tel: Holborn 9116
101, Wellington Street, Glasgow, C.2. Tel: Central 2369

E/B47/B

child and we are reassured: although typical levels of development, both physical and intellectual, are discussed for the various ages, parents are advised to use them merely as guide posts and not to place too much emphasis on norms and averages. They are encouraged to think rather, of what is right for the particular child, and to consider physical and mental health together.

Edith Buxbaum devotes the second chapter to the mother-child relationship and shows how it determines the evolution of individual personality. Some modern methods of child care assume that the basic tie between mother and child exists solely in order that the child may be fed and protected from harm during its helpless infancy. This theory makes the function of the mother that of a trustworthy nurse, who can be arbitrarily replaced. It leaves out of consideration the matter of a personal relationship on which the child's future emotional and social reactions are based. The infant who is treated impersonally, however well-nourished and clean he may be, is actually thwarted in his mental development and may suffer cruelly. The mother herself must feel emotionally secure in her relationship with her child, to make it effective. Certain examples illustrate this point and conclude the first part of the book.

The second part is divided into three

chapters describing the instinctual development of the child; the phases which centre around mouth-activities, muscle, bladder and spincter control, and genital sex development. 'Every phase of instinctual development colours the child's activities and interests, as well as his phantasies, and contributes to his emotional and intellectual growth.' The exact nature of the child's needs at each of these stages is clearly outlined to facilitate our recognition and handling of them. Some examples of mishandling are cited, to show how problems come about and suggestions are made, for their prevention and cure.

The child has so far been considered as an individual and in his relationship to the mother or mother-substitute. The third part of the book first shows us the child as a member of the *family group*. The father's rôle, and the part siblings and other relatives play in a child's life and upbringing, are described. 'Life in the family group exposes the child to various experiences. He gets acquainted with different people and learns to know them. He develops manifold feelings and reactions to them which correspond to his experiences with them.'

Edith Buxbaum next illustrates from observation, how the transference and extension of family relationships take place in the *school community* and how early adjustments are tested out and

modified. 'It is this particular mixture of people, circumstances and reactions which gives every child his individual character.' Finally the author discusses aspects of instinct modification relative to various *culture patterns*.

The book is written with simplicity, competence and a deep understanding of the child's needs and of the aims of the educator: 'To provide the opportunity for our children to be physically healthy, happy in their relations with people, able to function at the highest level of their abilities and able to control their instincts adequately through their conscience.'

A. R. Wallentin

Backward Children in the Making. Charles Segal. (Frederick Muller, 7/6).

Mr. Segal sets out to show us that essential materials for efficient education include sound nutrition, good housing, opportunities for healthful leisure, the right sort of home background and, indeed, all those elements of environment that influence the growth and stimulation of the developing body, mind and personality. In support of his case, Mr. Segal quotes widely from authoritative sources. But not only that; the strength of the book is that it summarizes the findings of Mr. Segal about the environmental circumstances of the thirty-one backward boys of which he is in charge, and relates this inquiry, in its turn, to a similar one conducted by him ten years ago in the same area—North Kensington. Things are better in some ways Mr. Segal finds, but not yet good.

It may be argued that the relationship between an unsatisfactory environment and backwardness has long ago been understood. But has it? Is it not more than a little true that we are focussing our attention on special classes and methods as our means of overcoming backwardness and tending to forget that what happens in the classroom, however perfect, can only be a poor palliative as compared with eliminating the backwardness-producing factors in the child's environment? There is undoubtedly a spread of variation in intelligence and ability throughout any unselected group of children. But the evidence is that this variation is overlaid by an artificially-induced backwardness which only social improvements can clear up. Backwardness, Mr. Segal believes, together with its twin, delinquency, will continue to plague both teachers and society until bricks and mortar, food and clothes, class sizes, space and leisure are properly attended to.

A last point: Mr. Segal is an ordinary teacher who enriches his life and our knowledge by setting out to study his pupils in a scientific way. Not all teachers may be in a position to imitate him. But there can be no doubt that those who are able to tie up a little research with their teaching will find their lives, as well as their understanding, enormously enriched thereby. Moreover, the contribution of such teachers is urgently needed, for a great deal still to be found out about children can be discovered only by those working with them intimately in the day-to-day classroom situation.

James Hemming

Into the Breach. Loveday Martin. (Turnstile Press, 5/-)

This lively little study will be widely read by members of the teaching profession, especially those who have been in close contact with the Emergency Training Colleges and students. This is an appreciative account rather than a factual analysis of the scheme. Early difficulties caused by adaptation of buildings ranging from castle to hutment, and the transformation of these into working units with suitable equipment and efficient libraries, are sympathetically recorded. Miss Martin's conclusions on the calibre of the majority of the students selected will be warmly endorsed by all who work with them; few lecturers, though, will smile at her picture of 'young mothers of infants being solemnly instructed, at a lecture on elementary psychology, about the harm done to young children by separation from their mothers.' In my experience the young mothers very sensibly made 'solemn instruction' impossible by their lively discussion on a point which concerned them so closely.

The original work and the combined courses with which the colleges experimented are described in some detail and Miss Martin's appreciative accounts of experiments in drama are particularly valuable, as her judgments are based upon wide experience. The well-known 'Optional II' at Borthwick receives well-deserved attention, though the author comments that 'wholeness of outlook is necessary before a student can apprehend the method', and that 'less mature people should follow more orthodox methods.'

The trial run of the scheme at Goldsmiths' College is given some space but, in spite of a realization of its importance, one is left with a feeling that, as Dr. Lewis dealt with this so efficiently in his *Teachers from the Forces*, fresh material would have been welcomed instead of this résumé.

Three New Pitman Books

Pattern and Design

By Reginald Heywood. This book explains simply and clearly, the fundamentals of creative design. It uses a progressive system which, although primarily developed for Primary and Secondary Modern Schools, will also prove of assistance to older pupils. The numerous examples show exactly "how it is done" and illustrate the methods described. Price 2s.

Simple Puppetry for Children

By Irene Sergeant. This book describes some of the simplest puppets which have been made by children of seven years, then shows how glove puppets can be made, and how they can be used by teachers with no previous experience in puppetry. Price 4s. "Very useful for younger teachers and an asset in the junior reference library."
—London Head Teacher

Creative Play in the Infant's School

By Dorothy Simpson, M.B.E., and Dorothy M. Alderson. A book by two experienced teachers, in which they record the observations of their studies and experiments with Creative Play. The authors have tried to discover the fundamental needs of young children and to find the best ways of satisfying these needs. From these findings they have based the ideas and conclusions put forward in this book. Price 6s.

Sir Isaac Pitman & Sons Ltd.

Parker Street • Kingsway • London, W.C.2

An analysis of the re-orientation of staffs of E.T.C.'s might have made better use of the space available. Many lecturers had previously only dealt with children or eighteen-year-olds, and were now faced with mature men and women, who not only demanded discussion but who were often capable of reversing the traditional relationship of student and lecturer—the realization of this was not always a painless process! One of the most important contributions made by *Into the Breach* is that it shows very clearly that the emergency training scheme will have far-reaching effects, not only upon the teaching profession (as 'By 1951 about one-fifth of all teachers in primary and secondary schools will be emergency trained'), but on the whole content and form of teacher training. Careful conclusions are drawn, but Miss Martin is convinced that 'dilution' has taken place without any weakening of the profession, and that mature students should be considered in any permanent training scheme, not only for teachers but for other professions. Altogether this readable little book will make a very human record to supplement the official report on the emergency scheme which will probably be published in the near future.

E. B. Tidy

Complete Poems of John Skelton. Ed. Philip Henderson. (Dent. 12/6).

Skelton: The Life and Times of an Early Tudor Poet. H. L. R. Edwards. (Cape. 18/-).

To open Skelton is to open a window on early Tudor England, the England of Henry VII, the aftermath of the Wars of the Roses, the brilliant majesty of the young Harry VIII; a Catholic England, outspoken in criticism of the Church but loyal to it; a changing England.

All this is easily observed by the Common Reader. But he can enjoy Skelton's lovely songs, his lilting rhythms,

With marjoram gentle,
The flower of goodlihead,
Embroidered the mantle
Is of your maidenhead.

He can laugh heartily, with Tudor England, at

Some look strawry,
Some cawry-mawry;
Full untidy teggés,
Like rotten eggés,

and all the rest of Elinor Rumming's bar-parlour company. But how to

wade through the Garland of Laurel, full of literary allusions of the period; Magnificence, 'a goodly interlude and a merry' 97 pages of verse spoken between personages named Crafty Collusion, Courtly Abusion, Liberty, Goodhope, Magnificence himself?

H. L. R. Edwards' book is timely. It opens the window wider, and provides not only a detailed historical background but the human *arcana*, the gossip, the personalities, the scholarship, the culture, and the literary fashions which conditioned the official poet Skelton really was. He is very much enclosed in his period, and it is probably this which has made him so little read.

Dr. Edward's research must have been enormous. He has studied Court, University and Parish rolls and records, accounts, and other archives, family and domestic documents, letters, deeds, testaments, and dug up every possible contemporary reference; for which he also acknowledges the work of other scholars such as the American Dr. William Nelson. And from this mass of information emerges the figure of a man important in his day as one who 'stood alone in Early Tudor Literature. His lifework was to be, not scholarship—however much he flattered himself on that—but the enriching and polishing of his mother tongue.'

The book is a delightful, amusing and deeply informative crib, and without something of the sort any understanding of Skelton's meanings is impossible to the Common Reader. Very little is known of his life; Mr. Edwards is careful to keep his deductions conjectural, and if some of his theories seem a little far fetched, they are at least in character. His book is so readable as to be at times frivolous, at least in style, but it is obvious that any student of the bubbling, vigorous, objurgative, rude, outrageous and hearty priest is bound to bubble too. And his explanations of the more tedious periods, the allusions, the repetitious, alliterative expansions make much more readable such works as Magnificence, The Garland of Laurel, and other long pieces. The fashion of the day, influenced by Geoffrey de Vinsauf, was rhetoric.

His suggestion that Parrot, of *Speak Parrot*, is the Spirit of Poetry, divine inspiration, is very interesting. If little more of Skelton emerges than was known to scholars already, at least we are given a very living picture of the human surroundings of the poet who could at one time write

O cat of carlish kind
The fiend was in thy mind
When thou my bird untwined!
I would thou hadst been blind!

And at another:

Wofully arrayed,
My blode, man,
For thee ran,
It may not be nayed:
My body blo and wan,
Wofully arrayed.

Thus nakéd am I nailéd, O man, for thy sake!

I love thee, then love me: why sleepest thou? awake!

Remember my tender heart-root for thee brake,

With painés my veinés constrained to crake;

Thus tuggéd to and fro.

Thus wrappéd all in woe,

Whereas never man was so,

Entreated thus in cruel wise,

Was like a lamb offered in sacrifice,

Woefully arrayed.

John Waterman.

THE MUSEUM GUIDES

The Succession of Life Through Geological Time. Kenneth P. Oakley and Helen M. Muir-Wood. 2/6.

History of the Primates. M. E. LeGros Clark. 2/6.

Man the Toolmaker. Kenneth P. Oakley. 2/6.

Looking round the Natural History Museum, one is inspired to consider the space occupied by Whales (by their nature demanding, of course, just space) compared with that given over to Man. That this is no fault of the Museum authorities can be seen by studying carefully the cases devoted to Man, to the Anthropoids and to Geological time, and especially the beautiful little exhibit entitled Man the Toolmaker, and the case of objects from Star Car, which, with the Display on Geological Time in Gallery V, are supreme examples of modern museum display, or, in unfortunate modern phraseology, Visual Aid. The French have begun a beautiful Musée de l'Homme in the Chaillot. We should have had one too, had the intentions of Sir Henry Wellcome borne fruit, for his hobby was to collect objects of material culture of every period, place and nation, but since his death these have been dispersed, forgotten, or packed away in the cellars of the Wellcome Foundation. There is plenty of material in this country, less sensational than the paleolithic treasures of France, but equally informative to the learned, tucked away in almost every museum, still in the ground, or arranged in exquisite small displays such as these at South Kensington.

The Geological Department of the

British Museum has recently issued three new guides to deal with this subject; beautifully got up and illustrated, they expand the material in the cases, in such a way that the reader unable to visit South Kensington may study them with advantage. They are skilfully addressed to the interested amateur or intending student of any age, each one condensing its vast subject into around 100 pages. In consequence there is no room for reservations or qualifications, as each introduction is careful to explain. *The Succession of Life through Geological Time* is a record, of the display, which is contained in wall cases, each period headed by a map of the presumed geography of the time (four of which are reproduced) together with pictures, and sometimes fossils, of the vegetable or animal life.

The *History of the Primates* takes the place of the long outdated Guide to the Remains of Fossil Man written in 1915; so much has been found, and so vast a body of theory and knowledge built up, since that time. It is a clear and masterly condensation of the present state of knowledge of evolution, using biological, physiological and archeological evidence, and ends with a pertinent warning...

'If Man has gained his intellectual dominance by the development of his brain, it remains to be seen whether he can now maintain his position by contriving a method of living in orderly relations with members of his own species. If he fails to do so, he may yet follow the example of many other groups of animals who have achieved a temporary ascendancy by an exaggerated development of some particular structural mechanism. He may become extinct.'

Man the Toolmaker expands the material presented in the case bearing the exhibit thus named. It shows the development of material culture, as far

ARE YOU A MEMBER OF THE NEW EDUCATION BOOK CLUB?

3 Books a year for £1

CURRENT TITLES:

The Education of the Poetic Spirit
M. L. Hourd

On Not Being Able to Paint
Joanna Field

The Health of the School Child
Cyril Bibby

Cheques or Postal Orders to:

The New Education Book Club
1 PARK CRESCENT, LONDON, W.1

as tools are concerned (the guide mentions the arts as well) giving illustrations of the making of flint tools, and showing examples of every known artefact from the earliest to the Coal Money turned on an Iron Age lathe. It also speaks of the historic first finds, such as those of Frere in 1797. And the great bone implement from Piltown (its sharpened end so very probably cut in later times by a metal knife) is there, in another case nearby.

One of the exhibits in that enheartening show of the work of the Childrens Centre at the Natural History Museum was a collection of paleolithic material made by a little boy at Swanscombe, after a preliminary visit in company with Dr. Oakley, made by the Centre Club. The guide would not be too difficult for so young an enthusiast; neither is it unsuitable for more advanced readers. All these guides will be invaluable to people doing field work, to teachers of young naturalists, and could be used as text-books; they can be obtained from the Museum bookstall, Messrs. Quarritch, and H.M. Stationery Office.

Rhoda Dawson.

NATIONAL FROEBEL FOUNDATION 2 Manchester Sq., London, W.1.

WEEK-END COURSE IN HANDWORK

The first of the projected courses for teachers will be held on Friday, 10th March (7.30-9.0 p.m.), and Saturday, 11th March, 1950 (9.30-5.0 p.m.) at St. George's Church of England School, South Street, London, W.1. The leader will be Mrs. Ida McGlynn, Department of Education, the University of Manchester.

The course will include the practice and discussion of varied types of handwork.

1. The part played by creative handwork in child development and the value of free activity and experiment.
2. The approaches through
 - (a) Appreciation of material
 - (b) Craft technique.
3. Practical experiment in the use of materials:
 - (a) Painting—various types of colours and papers.
 - (b) Puppetry—various types of materials.
 - (c) Modelling—clay, paper and other materials.
 - (d) Inventive use of odd materials.

The fee for the course will be 15/-, plus a small charge for materials used. Full particulars can be obtained from the Froebel Foundation, 2 Manchester Square, London, W.1. The numbers must necessarily be limited and early application is essential.

LETTER TO THE EDITOR

DEAR MADAM,

May I send a few addresses of Jamaican teachers whose needs I referred to in an article in your November issue? ('An English Teacher Looks at Jamaica,' Vol. 30, No. 9, pp. 203-6.—ED.) All these schools would welcome the kind of help suggested in that article; a teacher in one says: 'Here the people have the lowest standard of living of the island as they depend mainly on employment at the sugar estates, which employ them for only part of the year. So the children suffer from lack of food, clothing, and proper medical facilities, resulting in very irregular attendances.'

Mr. EUSTACE A. WRIGHT,
Hastings Baptist School,
Deeside, P.O.,
Jamaica, B.W.I.

Mr. W. A. CAMPBELL,
Mount Grace School,
Friendship P.O.,
Westmoreland,
Jamaica, B.W.I.

Mr. E. J. WHITEMAN,
May Pen Govt. School,
May Pen P.O.,
Jamaica, B.W.I.

Mr. B. A. CRAWFORD,
Clonmel Govt. School,
Clonmel P.O.,
Jamaica, B.W.I.

THE HEADMISTRESS,
Port Maria Govt. Infant School,
Port Maria P.O.,
Jamaica, B.W.I.

Mr. D. R. B. GRANT,
Water Valley School,
Islington P.O.,
Jamaica, B.W.I.

Mr. CLIVE EDWARDS,
Top Hill School,
Top Hill P.O.,
Jamaica, B.W.I.

Mrs. J. A. GORDON WHITE,
Prospect School,
Watson's Hill P.O.,
Jamaica, B.W.I.

Mr. SIMMONDS,
Walker's Wood Govt. School,
Walker's Wood P.O.,
Jamaica, B.W.I.

Mr. GORDON,
Mandeville Govt. School,
Mandeville P.O.,
Jamaica, B.W.I.

Yours truly,
Barbara D. Kuhnel

For the Secondary School . . .

These Years

AN ANTHOLOGY OF
CONTEMPORARY POETRY

By HOWARD SERGEANT.

Teachers complain that there is no satisfactory link between the work of the poets of past generations and that of contemporary poets. The primary object of this collection of poems is to provide that link. *These Years* is intended for the use of students aged 11 to 16 and has been graded accordingly.

Fully bound, 112 pp Price 4s 6d



Premier Cours de Français

By W. F. ROBSON, M.A.

Foreword by DR. S. J. CURTIS,
M.A.

A preliminary two-year French course, comprising two pupils' books and a Teacher's book. The books contain attractive drawings and ingenious suggestions to stimulate the practical interests of children. The Teacher's book contains helpful notes on method.

*Books 1 and 2, fully bound, each 5s
Teacher's Book, 1s 6d net*



*Brochures or Inspection Copies gladly
sent free on request*



E. J. ARNOLD & SON LTD

LEEDS 10

... the children

Your children are not your children.
They are the sons and daughters of Life's longing
for itself.

They come through you but not from you,
And though they are with you yet they belong
not to you.

You may give them your love but not your
thoughts,

For they have their own thoughts.

You may house their bodies but not their souls,
For their souls dwell in the house of to-morrow,
Which you cannot visit, not even in your dreams.

You may strive to be like them,
But seek not to make them like you.

For life goes not backward nor tarries with
yesterday.

You are the bows from which your children as
living arrows are sent forth.

The archer sees the mark upon the path of the
infinite,

And He bends you with His might that His
arrows may go swift and far.

Let your bending to the archer's hand be for
gladness ;

For even as He loves the arrow that flies—
So He loves also the bow that is stable.

Kahlil Gibran, *The Prophet*.

Directory of Schools

THE BELTANE SCHOOL

Shaw Hill, Melksham, Wilts. Boys and girls from five to eighteen.
Good academic standards.

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years
Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

S HERRARDSWOOD SCHOOL

WELWYN GARDEN CITY, HERTS.

Headmaster :

J. D. EASTWOOD, M.A. (Oxon.)

A Co-educational Day and Boarding School for 260 children aged 4-18 ; boarders 11-18.

Modern methods combined with best elements in the traditional approach.

Emphasis on the individual : small classes : small bedrooms.

Co-operation fostered by means of competition between groups. Atmosphere of freedom, combined with toleration and respect for others.

Froebel (Junior) and Graduate (Senior) teaching Staff : broad general education, including Music, Art, Handicrafts and Dramatics, leading to specialist Sixth Form work.

Boarding Fees : 55 guineas per term.

Prospectus on application to the Headmaster.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL URBAN, ELEANOR URBAN, M.A. (Oxon.)

Practical and cultural education for boys and girls (10-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees : £150.

THE NEW ERA

IN HOME AND SCHOOL

MENTAL HEALTH AND THE TEACHER

*Margot Hicklin, Psychiatric Social Worker; London University Extension Lecturer in Child Psychology,
Evening Department, Goldsmiths' College*

EVERY public and private school building has, in addition to its surveyable conditions, the size of its classes and its material and social facilities, one more dimension: its mental climate. This may show astonishing variations not explained by its neighbourhood, the age and training of the staff, nor even by its methods and techniques. Mental climate, being a dimension of the mind, can only be assessed by other human minds perceptive enough to need no special instrument for sensing 'a warm, sunny atmosphere', 'a dampened, fog-like depression of spirits', or 'a barren, stoney territory inimical to growth'. Sometimes, in the same school, this climate varies astonishingly from classroom to classroom, and so one realizes that each group of teacher and children is like a separate plant, making separate adaptations to environment and opportunity.

The Climate of Mental Health

Yet this climate is in part created by the group itself; the teacher, though the most noticeable influence, is by no means the only or the most powerful one. Each and every one of the pupils, however small, spins a web of feeling and phantasy about himself, his neighbours, and his teacher which somehow joins and interlinks with the rest of these invisible threads, to form an everchanging but strongly patterned whole. To complete the picture, these invisible extensions do not merely put out impressions, they also gather them in, so that all teaching processes, whether intellectual or social, must travel along the common pathways of this finer, more intangible system. So when a teacher says: 'I am concerned with teaching reading and writing, not with attitudes,' he is demanding the impossible of himself, especially as, a moment earlier, he had complained of the behaviour of a

certain child which hindered his progress in reading and writing.

Happy the teacher who also recognizes in the class, as in a mirror, the reflected changes of his own mood, and can say to himself ruefully: 'We are not at our best to-day, this class and I. Really, I must plan my holiday, or go and see the head about that apparatus he promised me, or take Judy to the theatre . . .' Happier still the teacher who, setting aside the stereotype: 'I teach; you learn', recognizes the desire, both of himself and the children, to be reminded from time to time of their common humanity. But the opportunities are few; few the myths and rituals that can be shared wholeheartedly, without reservation. Collective Worship remains a public opportunity for private experience, varying in sincerity and depth from complete shallowness to unquestioning faith and even to unspeakable torment of conscience. Celebration of wartime events is bound up with memories of loss and personal tragedy; Parliamentary ceremonies and other State occasions are marred by news of domestic and foreign tensions. Even the Royal Family, steadfastly representing Ourselves in our ideal form, have been identified with us in common suffering. Great indeed as was the interest and joy in the Royal Wedding, the birth of the young Prince and the demand for news of him, the event was in some way of the order of our own domestic affairs, and became accepted as such.

Daily routine, accompanied by the irritation of staleness, may settle upon a class or a school in such a stultifying way as to cry out for crisis, chaos, witch hunt or miracle. Crisis or chaos may be obligingly enough provided by the odd, the delinquent or the dramatically aggressive child, and momentary release of tensions thus achieved for all; but the unity between teacher and class

that is obtained at the expense of such interruptions has no lasting, unifying character. It is in the order of a mass upsurge of feeling against a scapegoat, and leaves the individual personality not richer or more positive, but sadder and more frightened. In this, teacher and pupils alike are often victims of their own unknown frustrations, leading to identification with the child whose misdemeanour came to light; it follows, that the punishment, too, was vicariously shared.

A Unifying Experience

Do we then never get the chance of collectively living a positive and truly integrating event? Perhaps the seasons and the natural cycles of life provide this cathartic drama in unexpected ways? Who would have guessed, for example, that in the midst of greyness, devaluation and pre-election uncertainties, Brumas, the snow white Polar Bear, would draw upon himself such waves of mass affection as to be foremost in the line of film stars and press news; too sheltered to be assaulted for his autograph, he makes his daily public appearances in the safety of London Zoo before an audience. Families, old and young, fathers and mothers with babies in arms, and school children with their teachers, stand pressed close in happy expectation hours before he is due to be seen. Brumas, by the way, is referred to as 'he' though his sex is now known to be female, for it seems that the original idea of the rare, perfect baby with a powerful protective mother, would be incomplete, were the legend not built round a 'man-child'. No words can describe the joyous release and wonder of the crowd's unison 'a-a-a-a-h-h-h' when at last the cage opens and mother emerges, stately, conscious of her importance, and infinitely careful of the toddling bear-lamb that walks gingerly between her hind-legs. Then follow milder sounds of appreciation, mixed with laughter, whenever Ivy guides, shoves, picks up in her mouth, or smilingly suckles, this precious Babe of the Regent's Park Zoo. Even the head-keeper, who stands guard and regulates the pious *defilée*, comes in for some of the worshipping gazes, for all the world as if he were part of the family.

Among the spectators can be seen one among many groups of small boys in school caps with their teacher. Young himself, not yet a father, this teacher is for the moment, fully one with his charges and with the crowd. 'Isn't he

sweet, sir?' one of the boys at last utters shyly, and teacher just nods. He really does not feel that he should say something instructive about the nature and habits of polar bears at this particular moment; but if he does so next day in the classroom, it will be well received. For he and his class will have enjoyed one of the most important experiences in life: the communal observation of the mother and child relationship in the open, without shame, fear or taboo. The underlying knowledge that Brumas will grow out of his state of innocence only too soon, that he will be a She with claws and teeth of dangerous power and a character of bearish ferocity, adds to the poignancy and arouses the common human experience of helpless babyhood turning only too soon into open conflict and private suffering, forgotten, like the delight of suckling, yet ever-present in some recess of the mind. Brumas, to all assembled and to many who only see him in pictures, is a symbol of ourselves in a state of nature, beyond good and evil. And the school in which there is understanding of the need for making use of such unifying collective experience, is likely to be one with a mentally healthy climate. Rightly understood, the ceremonial admiration by a group of children with their teacher, of Brumas, the rare and lovable bear-child, is of the very stuff of education, quite as much as are fairy tales, visits to places of interest, and hard-contrived activities in crowded classrooms. Another special advantage of joining in this ceremony with the general public is, that for a moment, the hierarchies of our society are kept in abeyance, and it is no longer a question of who comes first, father, mother or teacher—or even the child.

A Depersonalizing Event

The cultural mould of such collective experience varies from place to place, from generation to generation. Old, rigid forms have been broken down in two world wars, and new ones are slow to emerge; but it may help us to understand the nature of collective experience if, for the sake of comparison, we cast our minds back a generation, to a defunct society—that of Germany in 1915. We see a woman teacher with a crocodile of girls walking through the Kaiser's city towards an over-life-size statue which dominates the stately Unter den Linden. It is Hindenburg, the war hero, and the outing is a patriotic action aimed at collecting money for war puposes. Many such

pilgrimages from schools converge upon the statue, and each child is allowed to knock a nail into an allotted part of the wooden man-giant. For the poorest, an iron nail must suffice; the girl from the middle income group, can afford a silver one; but the rich girl buys a golden nail, and public regard for her increases to the point where the teacher—subject to the collective experience herself—grants her the favour of walking next to her at the head of the crocodile on the way back from the pilgrimage. To compete in the ritual of war-sacrifice, desolate children brought to school copper saucepans their mothers could ill spare, and great honour was bestowed on the girl who managed to bring her mother's gold wedding ring to exchange it for an iron one.

We may recognize that in this pattern of collective experience, the common humanity of teachers and pupils was not based on an object of universal love; on the contrary, the powerful totem figure that had to be appeased by the nails knocked into its wooden structure, represented a colossal power-phantasy destined to ward off disaster; in vain as it proved when the forms of communal life collapsed three years later after the defeat by the Allies. We also see that the cultural pattern described put the social hierarchy in a different order from the one familiar to us: it put the powerful State first, the authority of the teacher next, and the mother last.

Patent and Latent Hierarchies of Value

One may well ask what such a comparison can possibly teach us; are we entitled to say that the collective enjoyment of Brumas, the delectable bear, is a sign of good mental health, while the worship of the war-lord figure was an indication of poorer mental health? If we hold human happiness as a goal, and integration of the personality as one of the roads towards it, then our choice must fall upon the infant bear as our preferred symbol. Popular expressions of pleasure and satisfaction cannot alone serve as a criterion for the value of these events; they need to be understood in the light of study of the mental health of individuals. Negative aspects are present in all strong emotion; the inarticulate group sound of 'a-h-h' does not plumb the depth of the collective experience. No one is a good anthropologist in his own society—pace Margaret Mead—who judges the whole of it from observed

typical behaviour. Unconscious processes have a different history and a different meaning in each person, and the collective life holds sway only at moments of special importance, or when the individual content of the personality is weak. Yet it plays a part in the make-up of each person, and a big part in the decisions we make as citizens or members of any group, including school. But, it may be objected, are there not individuals in every society who live a life of active or passive domination? Are there not tyrants on the benches of each classroom, bullying their fellows and currying favour with those in authority, or those physically and mentally superior? The answer at least in part is that social valuation picks out different people and situations in different mental climates. In the German school community of 1915, the word 'bully' had no equivalent. Everyone was to some extent a bully, and to some extent was bullied. In the 'Brumas', the democratic type of society, the bully is despised and ostracized. Yet this is not by any means the whole story. Conscious disapproval of bullying is quite different from a true ability to do without undue authority, a feat that has so far baffled many teachers who were theoretically prepared for the new principles of education.

The Teacher's Contribution to Mental Health

'How can you apply psychological principles in a class of forty backward boys on the verge of adolescence?' is a question often heard. The answer is that you do apply psychology in normal school life, whether things go well or ill. The idea that psychology is something brought in when all else fails, or that it is something only an expert has the knack of, denies the contribution good teachers have made throughout the whole of known history. Psychology has in some circles become linked with purely clinical concepts, and small wonder, for it was immeasurably advanced in our day and age by clinicians who made accessible the hitherto hidden processes in the unconscious, and helped to prevent and cure crippling maladjustments. Moreover, the concept of mental health has never quite outgrown its early association with mental illness, so that all the fears and misunderstandings about frightening processes in the deranged mind have become associated with psychology as a science and as an art. The art of understanding the

mind, therefore, has in some way been confused with black magic, and 'treatment' with exorcism.

Another confusing fact is the lack of a distinguishing term for the psychological structure and process inside the individual mind so that the same word is often used for both, and this cannot help general understanding. We speak of 'the psychology' of the boy Smith, using the general term for the particular mental state; some people speak of Smith's 'psyche', but it sounds almost as irreverent as if one dared to discuss Smith's soul. In discussions by teachers who have studied or are interested in psychology, technical terms from the various schools of psychology can be heard doing brave battle, yet this is not the proof of ability to preserve and enhance the mental health of school children.

Let us return for a moment to our earlier picture of the school as a climatic unit. An averagely fertile plain may represent the general school environment, with the usual swampy marshes as border territory, and in this plain an enclosure—the classroom with a teacher and forty children of average intelligence, averagely adjusted to school, of average health and social standing. One of these is a persistent nailbiter, two are inveterate fidgets; one daydreams when arithmetic is taken, three tend to be especially noisy and inclined to show off. One is a pusher, and the boy next to him is one who is always pushed, not only by the pusher. In the far corner, there is one who never gives any trouble at all; well behaved, tidy in his work, respectful towards the teacher, punctual and reliable, he can be entrusted with responsibility. Why is it, then, that the teacher may feel the climate in this boy's corner to be moist and unhealthy? Why is it that he would much rather pull up one of his nine difficult ones with a brisk 'don't push Johnny', or 'for heaven's sake stop biting your nails!' than let his mind dwell upon the quiet boy in the corner. One day, to his surprise, he is asked for a school report on this very boy: the Juvenile Court or the Child Guidance Clinic are interested in him. 'Well, I should never have thought *he* would have anything wrong with him,' may well be the first reaction. But when one comes to think about it, there has always been a queer feeling about him. Yet the school report that goes out is strangely meagre; the Clinic can gather little from it, because the virtues listed seem somehow to miss the essential child.

Of course, it is quite as possible that the nail-biter, the pusher or the noisy one may for some reason have become clients of the Child Guidance Clinic or the Juvenile Court, and what is more, it may be the teacher who first saw the need for referring them there. But if one examines the terms in which school referrals take place, one sometimes wonders whether the teacher's concern is with the mental health of the young patient himself or with the preservation of the peace and quiet of his class. For this reason, the one who is 'a nuisance' gets priority of notice, as indeed he intends. The showing off, aggressiveness and other symptomatic behaviour is, after all, designed to get help for himself over troubles which he cannot understand or express in other ways. Some school groups, however, take this kind of trouble in their stride. Where there is variety and adaptability in teaching, the child is often too much absorbed in the group's activity to remember his difficulties, provided these are not too severe. If they are, no doubt the home will have occasion to notice them in some form or other, and a meeting between teacher and parent will at last give the opportunity for comparison between the child at school and the child at home.

We all know nowadays that the family setting has a good deal to do with the child's mental health, but even where there are no family quarrels nor a broken home, no rejection or extreme severity on the part of a parent, some fundamental problem in psychological development may persist. Unfortunately, popular interest centres upon allocating blame to someone for such a condition. In the case of the quiet boy, the parent might deal with his own guilt and bewilderment by blaming the school for 'working him too hard', or 'letting him play about', a judgment based more upon memory of the parent's school days than upon knowledge of the life in the child's own school. In the case of the outwardly difficult child at school, it is quite the fashion to blame the parent on equally hypothetical grounds for 'not teaching him manners', 'supporting his truancy', or whatever the complaint may be. Doubtless there are such cases, as indeed there are instances where the parent has grounds for being critical of the school. Yet these mutual recriminations have another side to them: the difference in rôle between the teacher and the parent, and the way that rôle has been changing, especially since the 1944 Education Act.

Teachers are surely not without basis for complaint in having to adjust to new demands and ideas without the material conditions to put these into practice, and without sufficient appreciation on the part of the parents, of the complications these introduce in ordinary school routine. Furthermore, the teacher of long standing may feel that criticism of his methods by inspectors and administrators, however friendly, is undermining his morale which has not yet fully recovered from the strains of the war years. The newly-trained teacher on the other hand, and especially the emergency-trained one, is deep in a struggle between the advanced methods shown him in College and the stark realities of a very limited material basis for applying them. The result is that the most senior member of the classroom is often in no easy mood for dealing with psychological problems apart from those he himself has to contend with. This fact alone may account for a good deal of climatic instability in classrooms. Clinical psychologists who overlook this fact, may be blinding themselves to the social setting in which a complaint arises; but does it help to turn from blame of the parent or teacher to blame of the psychologist?

The Inter-Professional Group

Many teachers complain that their liaison with Child Guidance Clinics or Tutorial Centres is defective, that they are left in the dark or receive scanty or incomprehensible reports on children they refer. Others complain that 'Mary has been going to the Clinic for a whole month and nothing happened', as if the Clinic could take out the child's difficulties like a pair of septic tonsils. Another teacher who intended to say something critical about psychology expressed it in these words: 'I know a child that attended a Clinic for over a year, and never got better; so in the end the parents stopped her going, and *then* the trouble disappeared!'

Clinics are of course hard-pressed for time, and quite unable to see all the important persons that make up a child's environment. Few members of their staff can be spared to visit schools regularly though that is very much to be desired, and obviously the teacher cannot leave his class and come to the Clinic. Even if he did, he might not be told all the facts in the case, since the work is of course confidential, and the whole

treatment-relationship depends on the child's absolute trust in the therapist.

But there must be some way in which all interested in Child Psychology, can work together as equals in the interest of the children in their care, and indeed, in the last few years, mental health experts all over the world have sought the co-operation of allied professions in a broader and more practical working group. Preparatory work for the 1948 International Congress on Mental Health established this approach, and in 1949, Professor Répond, the newly-elected President of the World Federation for Mental Health, said in his Presidential address:

'We are already, and wish to become to an even greater degree, a multi-professional body, that is to say an organisation in which all who for one reason or another are interested in Mental Health, may co-operate. Now each of these professions is in itself difficult and highly specialized . . . from this there springs naturally a more or less conscious tendency to over-estimate the importance, potentialities and prospects of each profession. The educationist, for example, is convinced—and with reason—that his rôle in society is the most important of all. The psychologist can hardly be content with this: it is he who teaches men—including the educationist, to understand men and act reasonably. The sociologist lifts all this knowledge to the collective level. As for the psychiatrist, he has long enough had to over-compensate the insufficiency of his scientific knowledge and the prejudice surrounding his profession. . . . Each of these professions implies a special way of thinking, of reasoning, of feeling and of drawing conclusions. Even granting that all are animated by one spirit, that all are ready to give and take, and that all sincerely wish to work together, the difficulties of understanding one another are from the outset very great and require a great capacity for self-adaptation and considerable suppleness of mind'

What is true on the larger scale, is equally so on the smaller one of contacts radiating from the classroom to the home, to the neighbourhood, and to the social agencies concerned with the well-being of children in the community. The teacher's help in making these contacts possible, his patience with their slowness and often clumsiness, is a powerful factor contributing to a favourable mental health climate in the group in which he plays so vital and difficult a part.

BOARDING OUT THE INSTITUTION CHILD

By a young Child Care Officer

HOWEVER good a Home may be it cannot correspond to a normal family in close touch with the everyday life of the community. Removal of a child from this atmosphere to a foster-home will be a great change for him. Children from institutions 'tend to be of one of three types, or rather to show certain rather distinct characteristics. The shy, apprehensive, docile, dull, rather inhibited child who is not much trouble; the clinging, demonstrative, dependent type of child who craves the limelight; and the difficult, destructive, unreliable, anti-social child who is often a storm centre.'¹

It is clear that the foster-parents are not going to have an easy time during the period of adjustment, and the first duty of the Boarding-Out Officer will be to explain how great this adjustment is, not merely a getting used to different people but also to a different way of life, which to a long-term institution child will be completely bewildering.

A child who has developed no particular problem behaviour traits but has adjusted himself fairly happily to institution life is boarded-out with a small family. What will the change seem like to him? His first impression will be one of shrinkage. In a small house with small rooms he has the attention of two adults wholly to himself, and his companions are with him no longer. There will be no familiar routine and he will probably continually ask 'What shall I do now?' in the absence of any instructions. The foster-mother should realize that for the first few weeks she should tell him what to do. If she wants him to play in the garden she should tell him so, because in an institution no child is allowed to put on his gumboots and run out to play merely because he feels he would rather play outdoors than inside.

The foster parent will probably be pleasantly surprised at his tidiness, the way he folds up his clothes and puts his toys away before going to bed. It is not wise for her at first to leave him to bath himself for all children in an institution are more or less helped to wash themselves, and inspection of necks and knees is always made. He will have a sense of freedom which may go to his head;

this is especially true of the younger child who is used to constant supervision. As he is generally used to being checked by loud commands, gentle reprimands may have no effect on him. The foster-parents can be told that such children are used to a very firm kind of authority and that until the child adjusts himself to the new setting their appeals may have no effect.

The child, especially if an adolescent girl, may suffer disappointment from the fact that the foster-home has not come up to her expectations. I have sometimes found that, where children have realized that they cannot return to their own homes, they weave fantasies about marvellous foster-homes where every wish is gratified. The gap between dreams and reality may lead to fits of depression. These are, however, characteristic of the normal adolescent and should cause no trouble if wisely handled.

The foster-parents may be disappointed at the child's inability to show affection, but after he has overcome his shyness, and with a little encouragement, he will probably become more demonstratively affectionate than an ordinary child. In many Homes kissing or hugging of the staff is not allowed, and the child may be quite unused to showing his affection in this way.

The child may never have been in the streets alone if he is under twelve, and will probably be incapable of running errands. If the foster-parents realize beforehand what a sheltered life he has led, they will introduce him themselves to the world of shops and buses, and make sure that he can find his way to school.

It may appear to the foster-mother that her foster-child is unconcerned at torn clothes or broken china, and will seem surprised at her distress. One foster-mother broke a large and expensive meat dish and when she expressed her regret, her 12-year-old foster-child said, 'What's the matter, you can get another out of store can't you?' If she realizes that such an attitude is not deliberate or insolent, she can plan to take him shopping with her, so that gradually he will learn to appreciate the value of money. This is especially important for an older girl who may be running her own home in a few years time.

It may be that the child has been badly hurt emotionally before he went to the institution.

¹ A. Bowley: *Psychology of the Unwanted Child*.

There he may have been able to work out a satisfactory way of living in a life which makes no emotional demands upon him. The extra affection and attention he receives in the foster-home may awaken all these old submerged feelings of unhappiness. His bewildered feelings at this sudden unwanted vulnerability may seek outlets in many undesirable forms of behaviour, and the child may evince signs that he is far more unhappy than he was at the institution. In an effort to run away from these feelings he may even run away from the foster-home.

Where it is known from a child's case-history that he has been badly hurt by adults in the past, it will be wise to choose foster-parents with a happy full life of their own, who will make no emotional demands upon the child until he feels ready for them. If he learns that they are to be trusted he will in time give them his affection. Such a child, if he stays on in an institution may never be wholly in touch with reality and never develop into a complete personality, so the foster-parents can be helped to see that his obvious unhappiness does not mean that he would have been better away from them.

Some children from institutions may present difficulties of management which the ordinary foster-mother is unable to face. Take first the case of a child under five years of age who surprisingly often proves difficult to board out. He has been used to a large playroom and plenty of toys. The wish to please a loved grown-up has frequently not taken root and inhibition of disapproved behaviour not taken place. The child has not had sufficient opportunity to identify himself with an adult and his super-ego may be incompletely developed. The younger children in a nursery group have a great craving for affection, but after they are three some of them appear to have found compensation in other ways for this lack of affection, and have set up an emotional barrier which takes time to break down.

The most frequent complaints are of destructiveness, wildness, and a tendency to ignore completely any requests and commands. One foster-mother I spoke to said that she had taken in a boy of four who had 'nearly sent her crazy'. He spent the greater part of his day racing wildly round the kitchen, pulling over everything within reach, coal-bucket, cups, saucepans, tablecloth. Nothing she said or did seemed to make any difference, and after six months she felt she must

THINKER'S LIBRARY

Each cloth, 3s. 6d. net

The
French Revolution

ARCHIBALD ROBERTSON

The Art of Thought

GRAHAM WALLAS

The
Life of John Knox

MARJORIE BOWEN

A Short History
of the World

H. G. WELLS

An Outline of the
Development of
Science (*Illus.*)

MANSEL DAVIES

Each 2s. 6d. net

The
Chemistry of Life

*An Easy Outline of
Biochemistry*

J. S. D. BACON, M.A., Ph.D.

The
Earliest Englishman
(*Illus.*)

SIR ARTHUR SMITH WOODWARD

Astronomy
for Beginners

(*Illus.*)

MARTIN DAVIDSON, D.Sc., F.R.A.S.

C. A. WATTS & CO. LTD.

return him, though she had grown very fond of him. The most disquieting part of this story is the 'six months'; one might have felt that he should have had time to learn to love the foster-parent and to try to please her.

Another foster-parent who had had an unmanageable child of five told me that her husband could do anything with him and that at weekends he was perfectly well-behaved. Obviously he had somehow learnt that females could be safely disregarded.

Most homes practise the system of having the under-fives segregated into groups of about twenty or more. In this way the child is in contact only with other beings as uncivilized as himself. He has little opportunity of learning from adults, who seem completely divorced from the business of living, frequently not eating in the presence of the children or being seen out of their uniform.

The foster-parent should understand the degree of physical freedom to which the child has been accustomed, and homes should be chosen where there is a large room or garden where the child can play without doing much damage. For this reason a foster-mother with no small children of her own would be preferable. Yet such are not easy to find, since most foster-mothers who are willing to take a child of under school age do so because they wish a companion for a child of their own. But if the foster-child has developed the undesirable characteristics mentioned above, the resulting clash will be more intolerable than if he were on his own, or with an older child whose example might be of great value to the toddler in helping to bridge the gap between himself and the adult.

The foster-mother should be encouraged to give the child more affection and attention than she would a normal child of his age, remembering that in emotional development he is much younger. She should try to arrange his play in such a way that he cannot cause damage and to adopt a firm attitude, though as far as is humanly possible anger should not be shown, where it is not possible or desirable to ignore misdemeanours. The most desirable qualities in a foster-mother are extreme patience, and firmness together with affection. The effect of aggressive behaviour is very wearing, but constant bouts of bad temper from the foster-mother will not help the child to overcome his own feelings of 'badness'. If the foster-mother is unable to stand the 'deafness' of

the child to all her wishes, she would do better not to start the difficult task.

Of course not all nursery children show such unfortunate behaviour traits, and many children will settle down well once they have an adult to themselves. It is only when the unmet desire for affection has been turned into other channels that so much work is needed to bring the child to a normal state of occasional naughtiness and self-assertion.

Of the three characteristic types of institution child mentioned above, the one that will probably prove most acceptable to the foster-mother will be the first. It is so much easier to encourage a dull child than to attempt to control a wild one. Yet it is possible that a foster-parent may become impatient of the child's lack of response and slow progress at school. It is most important that she should not show this impatience to the child. He may have a long history of defeat and lack of recognition behind him, and needs above all things appreciation for what he is, and not for what he achieves.

The Boarding-out Officer can indicate to the foster-mother that his backwardness may improve considerably. 'The dull foster-child may, after residence in a good foster-home, approximate more closely in what is commonly called intelligence to the level of his foster-parents than to that of his true parents'¹ . . . some homeless children who have been fostered and incorporated into the life of a normal home have appeared to develop better in every way and to show more intelligence on retesting than when they were in an institution'.²

It would be wise however to choose for dull children a foster-home where intellectual achievement is not held to be a criterion of success, and if possible one where a foster-brother is not always bringing home prizes from school. Children are very stern judges of themselves and suffer great unhappiness when they fall short of the standards they have set up. A foster-parent may try not to show this attitude, but a child is very quick to realize a person's true feelings, and he may strive to fulfil the wishes that the foster-parent has not consciously revealed.

The clinging demonstrative type of child can often be very tiresome. She will hang around the foster-mother when she wants to work, embarrass

¹ C. M. Fleming: *Adolescence*, p 231.

² A. Bowley: *Psychology of the Unwanted Child*, p. 57.

her in front of friends by interrupting the conversation and by excessive 'showing-off'. She may prove very troublesome on outings in her efforts to attract the attention of strangers. One foster-mother of an 11-year-old girl said she 'did not know where to look' when the girl leaned out of the carriage windows at railway stations waving and shouting 'Wotcher, cock' to the passers-by.

It will be fairly easy to explain to the foster-mother that these are only symptoms of insecurity and will pass as the child becomes sure of love and affection. She will need to be reassured that she is not going to be sent back to the Home, and threats of this kind when misbehaviour occurs should be sternly repressed. Otherwise the child will tend to put her foster-parents constantly to the test to find out whether this situation really will arise, and become more and more trouble to them.

A child of this type is often very jealous and is quite unable to feel happy with another child in the house, especially one who has been there before her. I know one child in the Home who could not bear the Staff to take to anyone but

her. I took her out with another child one afternoon and she punctuated all my attempts to speak or listen to the other child with 'It isn't fair! You won't let me speak. Nurse, listen to me! It isn't fair!' though in fact she gained far more of my attention than her quieter companion. It is illuminating to note that when I took this child out by herself I could not have had a more charming companion. She consulted my wishes and pointed out things of interest to me.

A possessive type of woman, who enjoys being made to feel that she is indispensable, will be very successful with this type of child. But the child's ultimate development must be taken into consideration. She will not be allowed to grow into an independent, self-reliant adult if she is cared for by a foster-mother of this type, and it is the child's adult character and personality that should be considered.

The third type of child, the 'storm-centre' as Dr. Bowley puts it, is a difficult problem. Sometimes these children will settle down immediately in a home where they find their wants satisfied. On the other hand, a badly maladjusted child may take months to work through his difficulties



To be published this summer

TREES FOR TOWN AND COUNTRY

Second Revised Edition

We are pleased to announce that we shall be publishing in early summer a revised edition of this popular book in response to widespread demand. A new and important feature of

this edition is the end papers showing many trees in the form of artistic line drawings. This book contains sixty trees, and each tree is illustrated by a full-page plate and line drawings executed by S. R. Badmin, showing the stages of growth. Compiled by the Association for Planning and Regional Reconstruction primarily for landscape architects, town planners and members of local government committees, this book will also appeal to all lovers of trees.

Med. 4to.

Full Cloth

25s. net

LUND HUMPHRIES & CO. LTD.
12 Bedford Square, London, W.C.1

and an exceptional foster-mother is needed who will tolerate this.

This type of child is frequently sent to an institution in the hope that he will become more social in his behaviour. Where this behaviour is the result of having lived in an institution the matter is rather different. It needs far more compulsion to behave badly in an institution than in an unsatisfactory home, and a child on whom the example of his companions and the punishments of authority have failed to have any effect is a very disturbed child indeed. Perhaps the best way to help him is to remove him first to a smaller and more understanding Home where he will receive the attention he requires. I have known an 11-year-old boy who smashed all the windows of a Home for 40 children, become a helpful, though rather rough, child when moved to a cottage for 15 with an extremely understanding Master and Matron.

If it is felt that the child needs more individual attention than this, then the safest way would be a gradual introduction of the child to the foster-home, afternoons, week-ends, and finally long-term. It is often adolescents who become this rebellious type. After several quiet years in an institution girls in particular may suddenly feel the need for a more individual background than even a small cottage home can provide.

Dr. Fleming says: 'Rebellious and unhappy adolescents can be saved by the conviction that there is one adult in whose eyes they are accepted and by whom they are beloved. Concomitant with this is the human being's need to give as well as receive—to display tenderness, to feel admiration, to express appreciation'.¹

Another set of problems arises from the fact that the boarded-out child probably has one or two parents of his own. If the parents visit regularly and the child goes home for holidays, then the child has a secure background and some experience of normal home life. Parents of this type usually have the ultimate hope of having their children back to live with them. Some mothers who have been forced to give up the care of the children temporarily for reasons of health, are unable to tolerate the thought of their children being cared for in a foster-home. In such cases there does not seem to be a strong reason for boarding-out the child, and many difficulties in the way.

Rather different is the case of the one parent who, though devoted to the children, is unable to provide a home or adequate means of care. He or she may marry again, but meanwhile the children are living in a routinized environment with their memories of home growing fainter and fainter. There seems a strong case for boarding-out these children with a couple who are unselfish enough to allow themselves to be regarded as, and called, uncle and aunt. The position can be explained simply and clearly to the child, and the parent can still visit.

Many people are inclined to think that such foster-homes are not to be found. That they are found privately there is ample proof in the large number of Child Life Protection cases, and it should be possible for a local authority to find similar homes. Once the idea is started it is to be hoped that it will become more general.

If the parent is merely a victim of circumstance his visits will be tolerated by the foster-aunt. Very different is the position when the parent is a difficult person. For this reason many children are kept in an institution where a difficult parent's visits can be adequately supervised and controlled. It is important for a child's emotional development that he should learn to accept his parents as they really are, and thus have a connection with reality. On the other hand, it seems a pity to keep a child in a Home merely because of occasional parent's visits. The only alternatives are, to prevent visits altogether—which may well be a great deprivation to the child or to the parent—or, to allow them to meet outside the home under the supervision of the Boarding-out Officer. This latter solution does mean a great expenditure of time, and it is to be hoped in future that the caseload will be small enough to enable this to be done in a few cases. At present, unless it is considered advisable to stop visits altogether, or is possible to find a foster-parent who will tolerate such unpleasant invasions of her home, it appears as if this category of institution-child will have to remain where he is. The development of smaller and smaller Homes will make his position easier in time.

Lastly, and in some ways the most important consideration of all when boarding-out a child from an institution, is the attitude of the Staff of the Home towards boarding-out. Consider a child who has been in the Home long enough to feel affection and loyalty for members of the

¹C. M. Fleming: *Adolescence*, p. 46.

Staff, and who, perhaps because of the failure to gain the affection he needs, has a great desire to please them. If he feels that they would be gratified if he were to be less happy in a foster-home, the boarding-out may be said to have failed in advance.

The most important thing is to gain the Matron's co-operation by consulting her opinion and letting her see the foster-mother. If the Matron can be made to feel that the success of the venture depends to a large extent on her, as indeed is true, then she will want to make the effort to help it to be a success. A contact with the Home can be kept by the child who can return for occasional visits and parties.

Some Staff are very loth to give up children of whom they have become fond. Also the tendency is usually to submit only the best children for boarding-out and keep the ones with most difficulties. One boy aged 10 is in a small cottage Home with a very good Master and Matron. He has been there nearly a year now, and his behaviour has become progressively worse, he pilfers continuously, plays mean tricks on the other boys, and is generally unreliable. He is

extremely helpful in the house, yet he is continuously carrying tales to the Staff, is unpopular with the other boys, and generally leads a rather miserable life. His behaviour shows that he is craving for affection and attention, but only succeeds in making himself more unpleasant.

He is a failure in a good small group, and needs to belong to one particular person who will give him the love he needs. The Master and Matron do not feel he can be recommended for boarding-out because of his behaviour. Yet it is obvious that he is an extremely unhappy child who is steadily deteriorating. It may be that boarding-out is the only solution to his problem, yet that it will never be tried.

It is to be hoped that the difficult task of boarding-out the long-term institution child will become increasingly rare as the local authorities succeed in carrying out the provisions of the Children Act. It will then be usual either to board-out a child after a term in a reception home, or to place him in a very small cottage Home, which can approximate more closely to normal home life than the present institution Homes are able to do.

We hope to follow up this article in the May issue with one on Foster-Parents' Problems—social and psychological—by Christine M. McCormick.—ED.

ALL CHILDREN NEED PERIODS OF QUIET

Kenneth Barnes, Extract from the Wennington School Annual Report, 1948-49

ALL children need periods of quiet, times when no one interferes or suggests or demands any activity, and when there is no external stimulation. Many children are not conscious of this need, but even those who are conscious of it may allow themselves to be whisked away into activity through a fear of appearing unsociable. When asked about their noisiness—say at meal times—boys and girls will often say that what they really want is quiet but that they cannot help being carried away against their will into competing with the noise of their neighbours. I am sure that for the adolescent we must make complete withdrawal possible, and I know of no way of doing it in a boarding school without doing as Dartington Hall does: providing them with private rooms, however small, and creating among them a strong tradition of respect for each other's privacy. We shall bear this in mind in our building plans, and in the meantime we must do our best to secure certain times of quiet. At

the beginning of this autumn term the School Senate decided that siesta (1.50 to 2.30 p.m.) must be completely silent in future, and so far (one month) the experiment has been successful.

There has always been a weekly Friends' Meeting in the school, held primarily for the Staff, several of whom are members of the Society of Friends. In the first four or five years of the school's development this meeting played a very important part. Our life then was much harder, we were much less at ease with each other and the need for effort in reaching a common understanding was very apparent. The Friends' Meeting, held on Wednesday evenings and attended also by local Quakers, did a great deal to hold us together at that time.

Now the meeting is held on Sunday mornings and is attended by about eight Staff as a rule. (The proportion of Friends on the Staff is now much less than it was during the war, when the large majority were members.) Although we

now work under much less strain and have fewer personal difficulties on our minds, I feel that the Meeting still serves to hold us together as a group and deepens our personal relationships. From time to time in the past one or two pupils have drifted in, but last autumn I told the school something about it and emphasized that it was fully open to them. The following Sunday a large crowd of boys and girls appeared, filling the whole room and crowding the floor. For several Sundays following this the interest was maintained and individual children were heard to express their appreciation of the experience. Gradually, however, numbers fell off until by the summer term there were only about three attending regularly.

This raises an interesting and very serious problem. It was clear, when the enthusiasm was at its height, that the boys and girls found something of value in the experience. I should state at this point that these meetings were largely periods of what Quakers call 'silent worship', the silence being broken by not more than two or three spontaneous contributions, lasting perhaps five minutes, from adults present. There was nothing sententious or 'pious' about the meetings, and when visitors from outside came—perhaps from York or Leeds—their contributions were acceptable and interesting.

Now the problem is this: If this form of religious gathering met a need, can we accept a state of affairs in which that need is no longer being met? It is not difficult to understand how, in spite of their awareness of the value in it, the boys and girls ceased to attend the meeting. A casual suggestion, a request from someone else to join a game—any trivial thing may be sufficient to deflect the majority of boys and girls from an activity that involves some effort at conscious self-direction, especially when the activity does not produce a very obvious material result or is not linked to an economic necessity (as in fact most *classwork* is). This fact has to be borne in mind whenever we talk about a child's freedom

of choice; his freedom is severely limited by the innumerable forces in his environment that impinge on him, forces of which, as forces, he is largely unaware. Freedom, even then only comparative, comes when the individual has the keenest objective awareness of his environment and knows how it tends to condition his behaviour.

In the majority of boarding schools, attendance at some form of religious worship is compulsory. I do not know if reliable statistics are available as to what proportion of pupils come to value the worship that they first experience under compulsion. One rough estimate, for a school with a good tradition in its religious life, suggests one-third. This may be high but even if we say one in five, it gives one cause to think. Comparing our own school with such a school, we should have to say that by compulsion one child in five is given an experience of worship that becomes consciously of value for life, whereas under our voluntary system not one in twenty is given it.

It might be said that I am forgetting our Sunday evening meeting, which all attend. This

PITMAN

Books for Schools

Creative Play in the Infants' School

By Dorothy Simpson, M.B.E. and Dorothy M. Alderson. A most interesting new book in which these two experienced teachers have recorded the observations of their studies and experiments with Creative Play. The authors have tried to discover the fundamental needs of young children and to find the best ways of satisfying these needs. From these findings they have based the ideas put forward in this book. Price 6s.

"This is a delightful book of absorbing interest, packed with information and sound common sense."—London Teacher.

Plays for Young Players

By L. du Garde Peach. These plays have been adapted for simple staging, suitable for school production. The properties needed are of the simplest, and the clear illustrations are intended as guides to costume. Price 3s. 9d.

Pattern and Design

By Reginald Heywood. This useful book deals with the fundamental principles of creative design. It also describes in detail an unusual and simple technique of pattern-making and its adaptation to various purposes in handicraft and design generally. Price 2s.

Simple Puppetry for Schools

By F. I. Serjeant. Describes how simple puppets can be made by children and can be used by teachers with no previous experience in puppetry. Price 4s.

"Very useful for younger teachers and an asset in the junior reference library."—

London Head Teacher.

PITMAN

PARKER STREET · KINGSWAY
LONDON, W.C.2

consists of music, reading and a talk. It is probably true that quite a high proportion of pupils get something of value from this, but I am not satisfied that its form is yet adequate to meet the deeper religious needs. Moreover, we must supply something that is more than just an experience to look back to ten years later with appreciation and gratitude as something that was of significance in childhood. The schools that are linked to a definite sectarian belief and practice have this advantage—that the membership implied in the religious practices of the school can be continued and developed in adult life.

When I look ahead to think of the world in which our pupils will have to spend their adult life, I am very conscious of the fact that as W. B. Yeats has said, speaking of the conflict of good and evil forces in society:

The best lack all conviction, while the worst
Are full of passionate intensity.

If I think over the many hundreds of boys and girls whom I have taught, at this school and elsewhere under similar conditions, I think of a large number of individuals, interesting, rational, active and lovable people . . . most of them engaged in valuable and creative work. But I am compelled to think of them as individuals scattered through society, each perhaps having some influence upon a limited number of

acquaintances. As a whole group, however, do they count for anything at all? Is there any continued membership of anything to give them group significance such as a Christian church gives its members, a significance for society as a whole? Do they as individuals find their separate ways into any groups that will cherish and deepen the 'wholeness' that characterised their education?

We can give no satisfactory answers to these questions yet. We might regard these young people as members of an Invisible Society, and this may have its importance. But I cannot help remembering, for instance, that the Early Christian Church, the Society of Friends, and the Communist Party, have given to their members a significance far beyond their numbers and a sense of purpose that is otherwise so often denied to young people in a confused world. The progressive school product tends perhaps too much to look askance at anything that requires commitment or dedication.

Here I must leave this interesting subject as it must remain for some time—in the air. Lest anyone should too readily agree or disagree with the foregoing statements about religious experience and conviction, may I suggest that they first read Professor John Macmurray's books—especially *Freedom in the Modern World* and *Creative Society*. They will then be more certain of the meaning that I give to the word 'religious'.

THE PIONEER HEALTH CENTRE AT PECKHAM

Rhoda Dawson

ON Saturday, 4th March, the Peckham Health Centre closed through lack of funds. On Sunday, 5th March, the members held a meeting, formed an Association, and decided to launch a world-wide appeal for funds. Meanwhile they arranged to carry on by themselves in an empty house next door to the Centre, which they have rented. This quite small house they scrubbed out to accommodate, first and foremost, the school. Then a room will be found in which Dr. Innes Pearce will complete her work with the maternity and immunization patients already on her books. Classes in needlework and handicrafts, a few games, and a tiny canteen, will be given space.

It is not commonly known that a school existed at the Centre.¹ This grew, on demand of

the parents, from the Nursery which in its turn was the natural outcome of the splendid maternity service which was so important a feature of the organization. The school was established in sequestered corners of the building, principally on the first floor on the far side of the swimming bath from the canteen, so that adults, parents, visitors, or older siblings could not only see the children through the glass walls but were free to wander among them and lend a hand with the sums, or knitting, or floor games (though little interference was approved of by the constructors here) in progress. It was fascinating to see the close absorption of the workers in these unscholastic surroundings.

The theory behind all this was that of 'cultural weaning', within the sphere of understanding of

¹ See *Times Educational Supplement*, 6th January, 1950.

Playing with the elements...



WATER TROLLEY

Children can have a lot of fun with this portable Water Trolley without coming to any harm. The aluminium tank has an anti-splash lip, and fits into a tubular steel frame, enamelled turquoise. Tank is also fitted with a drain screwed from below, and allows a pail to be slipped underneath for emptying. The Trolley has two fixed castors and two rubber feet; it can be moved when required by raising one end. Dimensions: Height 22", Width 20", Length 30", Depth 7".

PRICE £7 17 6 net,
plus P.T. £2 2 0

NURSERY PLAYSUITS

Ideal for outdoor play in damp and cold weather. This approved design allows plenty of room inside for warm clothing and the material is durable, wind and waterproof and washable.

Size 1, 2½–3½ years, 13/- each net

Size 2, 4–5 years, 15/- each net



THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED

Esavian House, 181, High Holborn, London, W.C.1. Tel: Holborn 9116
101, Wellington Street, Glasgow, C.2. Tel: Central 2369

E/B47/B

parent and child, so that both should learn from their knowledge of each other, and the Director felt herself to be very much in the hands of the parents. The teacher and her assistants had duties in the building outside school hours, so that they, too, share the life of the parents in the Centre.

The children had the run of the large playground, the little bicycles, their own shallow swimming bath, and the adult gymnasium in the mornings. A parent was free to take a child out of school in the afternoon if she wanted him to go swimming with her in the big bath. A fine collection of tools, and a lot of big boxes and planks were there for them to do real or imaginary carpentry and construction, and learn the rudiments of organization of labour. Now in the adjacent house, they have the run of a rough yard with a bombed shed at one end and garage space for four cars. The ground is just possible to roller skate on, and on Tuesday they were busy cleaning down the outside paintwork within reach, with paint brushes and little cans of clean water. Their lessons are done in a ground floor double room, where the telephone rings all day as their elders get busy with the Appeal. The school will continue for this term only, if nothing

happens before then to make it secure. There are about 35 children, the eldest being 8 years.

During my visit, on 7th March, I casually asked Mrs. Purser, the Appeals Secretary, about adult education such as the needlework class which is held at present, and she at once caught me up. 'The whole Centre life was educational,' she cried, 'classes are the least important part; social education was going on all the time. The families at the Centre feel a real spiritual bond between them, and although the Centre was established as a laboratory, and they are appealing for it to be re-established, finally, as a National Institute of Human Biology, they are convinced that further knowledge would emerge, such as would help in the abatement of child delinquency, and even social understanding bearing upon world peace.'

And in fact, while comparison between the well-equipped, spacious and well-run Centre and the members' little house is not to be borne, the educative principle, as acknowledged by the members, is obviously bearing fruit. This crisis which has deprived them of their building has released the spiritual energy engendered there to shoulder responsibility for its continued existence as a corporate entity. During my short visit there was a great buzzing of helpers, carrying across such essential equipment from the great silent building as they have been able to obtain; a child brought in a biscuit-tin of provisions to add to the stock in the canteen cupboard in the tiny hall. Young men home early from work were fetching and carrying; volunteers were getting off the Appeal. Obviously the families of the Centre are fighting for something more precious to them even than the scientific aims of the Founders, but something for which the Founders themselves had hoped—the home of their Community.

Donations, however small, which will go towards saving this great experiment, should be sent to:

Mrs. E. PURSER,
1 Belfort Road,
Peckham, S.E.15.

Book Reviews

Education For Peace by Herbert Read. (Routledge & Kegan Paul, 1950. 7/6).

As the author says, this book 'deals with the everlasting problem of war and peace', its main thesis being that only through the right kind of education can man create peace. This implies that the right kind of education can be described and that as a result of such education war will necessarily become impossible. Hence this is a theoretical book, deriving from beliefs and thought.

As a theoretical book it contains many arresting ideas that provide an incentive to reflection and hope. The author's own conviction, the generosity of his inspiration and his knowledge of man are a perpetual stimulus to the reader, who is continually aware that he is confronted by no ordinary thinking. On the contrary, he finds that familiar quotations assume new meaning and fresh life. The poet, the art critic, the philosopher and the human being are merged in the pacifist, the educator, deeply concerned with the future of our planet, and his examination of pacifism and of the causes of war is penetrating and comprehensive. The psychologist understands man, with his faults, his frustrations and his conflicts, and while finding justification for his aggressiveness he also finds the remedy, a remedy which is neither economic nor social but essentially spiritual. For the author the universal solution lies in aesthetics, all others being inadequate or too restricted in application to satisfy the needs of all men.

The inspiration of the author is three-fold. Firstly, as a psychologist he sees aggressiveness as the basis of war and he faces this problem as a reality. Education must provide for the aggressive impulses, and this is what he calls 'education in things'. Secondly, as an artist and aesthetician he believes in the moral function of art owing to the close relation between goodness and beauty and to the fact that aesthetic activity is elevating. This he calls 'the discipline of art'. Thirdly, as an individualist he views the whole question of life in the large, both political and social, as the result of the co-ordination of wills and the conscious acceptance of 'the principle of harmony which is the given order of the physical universe, to which we conform and live, or which we reject and die'. This he calls the 'education of free men'.

The whole argument can be traced as follows: . . . 'In any case, we who have brought the world literally to the dark edge of nothingness can but entrust the future to those whose living concern it might be, realizing that while we tremble and would inevitably fall, their fresh nerves may yet be capable of instinctive balance. To arrest a fall into the abyss may not seem to be a very positive aim to set before youth; it is however that negation of negations after which creative action once more becomes possible. That fall arrested, education for a world at peace becomes a possibility . . .

. . . 'We are not secure in our pacifism unless our aggressive impulses are fully engaged elsewhere—in life-promoting activities, in life-protecting activities, or merely in mock-destructive activities like sport. It is not a *moral* equivalent for war that we need but a *physical* equivalent and it should of course be the aim of education and upbringing to give us just such an equivalent . . . I believe that nothing else than a complete recasting or reorientation of our educational system can promote peace, can save man from annihilating wars . . . I mean a complete transformation of the methods and aims of education . . . Educate with reference to things . . . Educate to unite not to divide . . . In other words, education must be through arts. through gymnastics, through creative play of all

kinds . . . Social union, social discipline, social morale . . . that is, or should be, the aim of education . . . The basis of morality is not in faith nor in reason, but in a particular kind of discipline [which] is a mechanism . . . Positive virtue is active virtue, and active virtue reveals itself in a certain way of life . . . The essential means are aesthetic activities: the sense of goodness and nobility is inculcated, ingrained in the living substance of the human being by the practice of concrete arts which alone have that basis of harmony and rhythm found in nature . . . The new institutions, the new methods of education, the inspired pedagogues who must precede a new civilization, will spring up piecemeal, in isolated and unexpected places . . . But it is unlikely that these deep, subtle and intimate changes can be brought about by secretaries and committees, by international conferences and polyglot organizations. They will be born in solitude, in meditation; in the family circle and the nursery school; in the field and in the factory; in the face of specific problems and by conscious discipline; in creative communities and in communal creations; in drama and in the building of new cities; in dance and song; in moments of mutual understanding and love . . . So we must begin with small things, in diverse ways, helping one another, discovering one's own peace of mind, waiting for the understanding that flashes from one peaceful mind to another. In that way, the separate cells will take shape, will be joined to one another, will manifest new forms of social organization and new types of art. From that multiplicity and diversity, that dynamic interplay and emulation, a new culture may arise, and mankind be united as never before in the consciousness of a common destiny.'

This somewhat lengthy quotation shows, more clearly than any comment, that there can be no higher conception of education than that of education for peace, and as educationists we welcome this illuminating contribution from a thinker of such varied and deep experience.

The reviewer, personally engaged in the action of education for peace, must however confess that while he finds in this book considerable stimulation to thought, he is somewhat frustrated because Mr. Read seems to have no sense of urgency and denies the possibility of large-scale action.

C. Gattegno

PSYCHOLOGICAL BOOKS

A large selection of new and standard books on Educational, Vocational and Child Psychology, Mental Tests, General Psychology, etc., always available.

Second-hand Books.

A good selection at greatly reduced prices at

140 GOWER STREET, W.C.1.

Lending Library

Medical and Scientific.

Annual Subscription from
ONE GUINEA.

Prospectus post free on request.

LONDON

H. K. LEWIS & Co., Ltd.

136 GOWER STREET, W.C.1

Telephone :- EUSTON 4282.

Phases in English Poetry.

Herbert Read. (Faber & Faber, 1950. 10/6 net).

What strikes me most about this book is the refreshing way in which the writer commits himself: whether the reader agrees or disagrees with these judgments on men and movements in English poetry, he is at least given an ungrudging opportunity to do so without cutting and trimming.

For my part, Mr. Read has me on his side almost from the start. Almost, but not quite: the title 'Phases of English Poetry' suggested a pre-occupation with trends, influences, 'main streams' and 'lines of descent' which can come only from setting, or sitting for, examinations. But page one of the text, the author's preface, puts the title-page in its proper place, and the reviewer in his. Mr. Read says that the point of view from which he is writing is 'not so much that of the historical student as that of the modern poet', and makes the welcome distinction between literature that is 'actual' and literature that is 'historical'. 'I have treated only those whose poetry has for me the air of present reality.'

This is not then a history of English poetry. It is a critical account of those English poems and poets which seem to the author most likely to exercise a living influence on living people. The chapters, each on a phase of English poetry—under such headings as Poetry and Humanism, Poetry and Love, Poetry and Religion—illustrate the scope of poetry and relate it to some of the characteristics of the society in which it was written. The book makes slender claim to chronological treatment, and none, as we have implied, to the inclusiveness to be demanded of a history.

The present book is a new edition, with two new chapters, of a volume first published in 1928, and long out-of-print. I noted with pleasure, for it must be gratifying alike to author, publisher and readers, that the new chapters are among the best in the book. It must be admitted that there are rare occasions, in the other chapters, when ideas are presented with an air of novelty which would have suited them well twenty years ago, but is less appropriate to-day.

The important thing is that this is a book full of ideas. 'Poetic sensibility—it is one of the axioms of this book—does not determine poetic form. It only yields the poetic essence—the quality without which there is no poetry.' Poetic essence is the poet's individual talent—that mysterious qualification with which he is born and not made. But it must be clothed in thoughts and words, and these depend

upon the social and cultural environment in which the poet lives. The forms of poetry, the shapes in which this poetic essence is embodied from age to age, are the author's principal interest in this book. Ballad poetry, we are told, is simple in structure, objective in diction because it is communal poetry, and a community is 'comparatively incoherent', can express itself only in a 'narrow range of symbols' which must be simple and easily grasped. Again, Mr. Read defends the modern poet, rightly, against a charge of wilful obscurity by pointing out that the poet of to-day seeks to be sincere in his reflection of the very complex problems of contemporary existence, and deduces: 'The technical demands of modern poetry are greater than those of traditional poetry . . . The modern poet . . . rejects the sonnet and all other purely conventional forms'—rejects them because he 'distrusts the arbitrariness induced by the requisites of a fixed form'. This juxtaposing of the state of society and the forms of poetry runs throughout the book.

I began by saying that Mr. Read is not afraid to commit himself: let me close by offering a few examples as bait to intending readers. Mr. Read commits himself:

On Milton: 'If polish were a phase (instead of an aspect or reflection) there would be more to say of Milton's poetry.'

On love: 'What we call passionate love is a unique product of the culture of Western Europe.'

And, finally, on a part of the reading public: 'But the market is middle-class or bourgeois—students, teachers,

and all the half-educated and palpitating devourers of tendentious literature'.

Enough, the feast is to follow!

J. N. Britton

What Are We Living For?

J. G. Bennett. (Hodder and Stoughton. 6/-).

Less than two years ago Mr. Bennett showed very clearly in his book *The Crisis in Human Affairs* that man was the plaything of circumstance because he had no permanent self. He could not acquire a permanent self because he was almost always asleep; he could not make the necessary effort to awake because he believed himself awake already; and he could not see that everything just 'happened' to him, because he believed he was actually exercising a real power of choice. In consequence man had a completely false view of his place and importance in the universe—a false view in which he was sustained by the vast apparent increase in his control over the external world. He could only come to his senses if he developed a corresponding control over his inner life—or, in Mr. Bennett's words, if he learned to take Eternity seriously. Having followed and agreed wholeheartedly with Mr. Bennett up to this point, some people were disappointed to find that practical help could only be obtained from certain 'schools of value'. And no very precise instructions were given as to where these could be found.

Mr. Bennett's second book, *What are we living for?*, published last autumn, makes it quite clear that in his opinion the necessary help can be obtained from the ideas of Georgy Ivanovitch Gurdjieff. Mr. Bennett's book is an introduction to his master's thought and sets out to show that with his help the seemingly impossible but absolutely necessary re-establishment of the balance between man's inner and outer life may be achieved.

The chapter headings indicate the scope of Mr. Bennett's book. Man, potentially a reasonable being, is, in general, no more than a thinking animal; education, which could be the means by which we achieved responsible freedom, is, in fact, the means whereby we are deprived of our souls; Science and Philosophy are shown to be the founts of unwisdom; while the tragedy of contemporary religion is that only the few attempt to live in accordance with the values which the masters have taught, as necessary for man's salvation. Contemporary existence is for the most part aimless, and 'What shall it profit a man if he gain the whole world and lose his own soul?'

NATIONAL FROEBEL FOUNDATION CONFERENCE

**At the Training College, Saffron
Walden, Essex**

July 22nd to August 4th, 1950

**Theme: To consider the challenge
and significance of the environ-
ment in the education of Primary
and Secondary Modern children.
Opportunities for field work,
handicrafts, expeditions.**

Leader: MISS H. PHILIPS,

*Principal of Shenstone Training College, near
Kidderminster, Worcestershire.*

*Further details of fees, etc.
from the Conference Secretary,*

**NATIONAL FROEBEL FOUNDATION,
2 MANCHESTER SQUARE, LONDON, W.1**

Gurdjieff's teaching is severely practical and concerned not with 'being for being's sake' but with 'being for the sake of doing'—a marriage of Eastern and Western outlooks. If we follow Mr. Bennett's account of Gurdjieff's teaching on war, 'the periodic process of mutual destruction', and see its connection with education, we shall get some idea of the quality of his thought.

Gurdjieff teaches that war results from two quite independent factors. The first factor is the state of tension arising from processes of a planetary nature and not due to human agency. This state of tension induces in people a general dissatisfaction with things as they are. The second factor is the response people make to this dissatisfaction. They might respond by recognizing it as due to a realization of their own inner helplessness and emptiness. This would lead them to work on themselves, and people who were working on themselves had no time or energy for making war on others—on the contrary they inevitably felt compassion for the rest of their kind. Unfortunately, the horror of one's helplessness and emptiness is such that people usually respond by projecting outwards their state of dissatisfaction, casting the blame for it on to other people. It is this response which leads to the 'periodic process of mutual destruction'. The immediate reason for our making this second and disastrous response is our so-called education—by which 'people are deprived of their souls'.

Man, according to Gurdjieff, is a three-brained being who has no permanent 'I' until he creates one for himself. The business of true education would be to see that these three independent 'brains', man's thinking, feeling and sensing mechanisms, are developed in a balanced way, with conscious experience as a characteristic of all three—and not, as now, of the thinking brain only. Further, education should aim at helping each person to develop, by the time he reaches responsible age, a permanent 'I', which would know what it wanted and be in real control of its mechanisms. Man would then normally (and not, as now, only at rare intervals) act with his *whole being*. A person so educated would understand his obligation to himself and to his world, feel the necessity to fulfill that obligation, and be capable of making the efforts and sacrifices necessary to fulfil it. He would understand that genuine freedom is only to be bought with the price of everything that a man has. Such a man's decision to live at peace with his neighbour as well as with himself would be valid for all his moods and emotional circumstances,

Illustrated Supplementary Readers

**JACK AND JILL IN
MANY LANDS**

By AGNES CANHAM

Book I—1/4
Holland, Switzerland and Norway

Book II—1/4
**Canada, Greenland and The
Philippine Islands**

Book III—1/4
Malaya, Ceylon and Egypt

Book IV—1/6
Greece, Italy and N. Africa

Book V—1/6
**Sunny Spain and The Fair Land
of France**

Book VI—1/6
The City of London

Please write for illustrated pamphlet

A. Brown & Sons, Limited
32 Brooke Street, Holborn, London, E.C.1

and not, as with us, characteristic only of the saner moments.

How do these *aims* of genuine education—the *methods* are available only to those who are prepared really to work on themselves—compare with what we actually 'teach' in our homes and schools? Mr. Bennett's criticism is devastating. Little is done, he maintains, except on the basis of egoistic emulation, to develop strength of purpose in relation to one's own body; still less is done to develop unbiased emotional judgment without which the growing availability of much knowledge is a positive danger; and as for the education of the intellect, concrete meanings are neglected and reliance placed on ability to juggle with words. *Home and school combine to ensure that the importance of appearance is enhanced and that of reality diminished.* 'Progressive' schools are little, if any, better than the rest, although their ostensible aim is to encourage the child 'to be himself'. In such schools guidance and restraint are withdrawn just when the child most needs them, and he is exposed, without protection, to the 'public opinion' (*i.e.* the accidental prejudices and conventions) of the particular children's community to which he belongs. In the so-called 'free' schools the harvest of all the egoistic impulses fostered by spoiling at home is reaped abundantly, so that the only difference between 'progressive' children and those of a more orthodox upbringing is that the former show a somewhat less attractive balance between concealment and ostentation. Where are the schools whose genuine aim is to help human beings to fulfil

their twin obligations: to be masters of themselves and the 'free' servants of others; and where have the practical methods for achieving this been fully worked out?

We may not agree with all that is said in Mr. Bennett's book or with what he tells us of Gurdjieff's teaching; but here we have a profound and challenging attempt to solve man's terrifying problems, which we in education would do well to ponder.

Harold A. Pratt

The Violin Class Book. Book I.
Elsie Smith. (E. J. Arnold. 1/6).

The technical instruction contained in this book and its setting out is very clear. I feel it was written for the inexperienced class teacher who could not fail to get from it a thorough grasp of a method of progress. But could not rhythmical training be included in the general music lesson at school, leaving more time for the creative side of playing—the aim of musicianship—in the violin class? The technical side should not out-balance the musicianship and playing side, but should be a means to an end—that of interpretation.

D. M. Dalrymple

The North London Collegiate School, 1850-1950. (Oxford University Press. 15/-).

This and the next decade or two will mark the centenary of a considerable number of famous schools, and we had decided that where the centenary was marked by the publication of a book we would leave its reviewing to other journals. But this volume, with its sub-title *A Hundred Years of Girls' Education*, is so much more than a pious homage to a Founder that it makes absorbing reading and can be warmly recommended. Centred on the achievements of Miss Buss and her two successors—for the school had only three Headmistresses during its first ninety years—the authors convey a lively picture of changing social conditions in North London, of the emancipation of women, and of the growth of education for girls. One of its more intimate charms is the glimpse it gives of a mid-Victorian family rallying round its most gifted member to enable her to realize her dream.

BOOKS RECEIVED

The following are among the books received recently. Reviews of some of them will appear in future issues of *The New Era*:

Children Learn to Read—David H. Russell (University of California), (Ginn, 24/6)

Speech Training for Children—H. St. John Rumsey (*Frederick Muller*, 6/-).

The Golden Years—John Benian (*Anthroposophical Publishing Co.*, 6/-).

The Library in Education—R. G. Ralph (*Turnstile Press*, 7/6).

Four to Fourteen, a Library of Books for Children—compiled by Kathleen Lines (*Cambridge Univ. Press*, 7/6).

L'Évolution de la Mentalité de l'Enfant Pendant la Guerre—E. Jouhy and V. Shentoub (*Delachaux & Niestle*, Neuchatel, fr. 6. suisses).

Fais ce que je te Dis !—Roger Cousinet (*Les Presses d'Ile de France*, Paris).

En Regardant mes Enfants Vivre—M. G. Armett (*Les Presses d'Ile de France*, Paris).

Curriculum, Eleven to Eighteen—Association of Assistant Mistresses (*University of London Press*, 3/6).

Understanding the Modern World :

You and the State—Charles Furth, ill. Ian T. Morison, 2/3.

Your Food and Drink—R. W. Morris, ill. Beryl Ternouth, 2/3.

Your Hearth and Home through the Centuries—E. E. Haden Guest, ill. Margaret Clark, 2/9. (*George Allen & Unwin*).

Your Town and Mine—R. D. Bramwell (*E. J. Arnold*, 5/6).

Biology and Man—F. G. W. Knowles (*Harvap*, 10/6).

Life and Growth—C. M. Legge and F. F. Rigby (*Faber*, 6/-).

World's Masters New Series (*The Studio, Ltd.*, 3/- each). **Bosch ; Delacroix ; The Van Eycks ; Grunewald.**

The Children's Theatre Book—Cecile Walton (*Black*, 10/6).

Theatre in Education Series :

Pirates can't be Gentlemen—Jean M. Thorpe.

Rumpelstiltskin—C. E. Wilkinson.

Chinese Charm—Marjorie Dawe. (*Dennis Dobson* ; paper 2/6 each, cloth 3/6 each).

Dialogue and Drama—Reeves and Culpan (*Heinemann*, 5/-).

The Speaking of Poetry—Wallace Nichols (*Dobson*, 6/-).

Pictures and Patchwork—P. M. Warner (*Dryad*, 8/6).

Sandy, the Red Deer—F. Fraser Darling, ill. Kiddell-Munroe (*Oxford*, 6/-).

Sparks among the Stubble—Elfrida Vipont (*Oxford*, 7/6).

LETTERS TO THE EDITOR

To the Editor, 'New Era'.

MADAM,

I regret that pressure on your space was responsible for the omission of a fascinating description given at the Cirencester Conference, by Dr. C. O. Arndt, of an experiment carried out at Evanston High School, Illinois, U.S.A. I feel, however, that there may be teachers, unable to attend the Conference, who would be interested in reading about this experiment, which has affected the lives of continuous streams of boys, girls, teachers and parents from 1937 to the present day.

The High School pupil population, 3,600, is divided into twelve Home Rooms, and it was one of these rooms with its 300 youngsters of about twelve years, taken from a cross-section of a white and coloured population, that supplied the guinea pig.

A year's planning preceded the opening of the school, and, during that time teachers and parents were assembled for information and discussion, children selected on a very wide basis of dissimilarity, broad projects were discussed but not prescribed, and when the children arrived the ground was prepared and the material at hand to enable them to become the architects of their own immediate future.

Dr. Arndt described the setting to work of his own class. After making the children familiar with their new surroundings and the resources at their disposal, the time came for them to decide what was of such vital interest to them that they should get right down to studying it. The idea of studying their own home town came out on top, and then followed that kind of outside co-operation without which a school can become an Ivory Castle, a hot-house or a prison.

The first contact was made with the editor of the local paper. Each pupil of the thirty was promised an individual copy of every issue. It was studied for factual knowledge, its editorials were discussed and analysed until its policy became not only clear but predictable. Its revenue from advertisement was calculated and the relationship between revenue and policy was roughly revealed. Headlines were noted and compared with national papers of all political colours, and the pupils discovered how far local policy fitted in with or were antagonistic to the greater issues of national and international importance. This work was done under guidance in the classroom, but much was also done outside it—field work, factory visits, visits to Law Courts, welfare offices, etc.

As the project widened, the children found the necessity to acquire various techniques involving practical maths, formal language training, etc. At the request of parents an investigation into the origin and development of the English language was undertaken and the children achieved skill in the use of works of reference. At all stages teachers and parents worked together, they openly confessed to failures and in their growing confidence of success rejoiced together. Some withdrawals there were, some individuals who did not respond, but as the pupils grew up and offered themselves for entrance to Yale, Harvard and Princeton, they were found to have as good a grounding as the more formally trained entrant, with the addition of a heightened capacity for living and educability.

There was, as indeed is inevitable where some say 'the old is better', some powerful opposition to this experiment, and the opportunity to wreck it came soon after 'Pearl Harbour'. Illinois University withdrew its support. It was an anxious time, and then the parents came to the rescue of an undertaking that was their own flesh and blood. Their representatives appealed to Board of Education, whose influence and support ensured the continued life of the Home Room experiment.

At the time of the Cirencester Conference it was still flourishing, and I, for one, hope to hear the next instalment of this story of parent-teacher co-operation when the I.N.E.F. can provide the place and the platform.

K. R. Havers

DEAR MADAM,

The Save the Children Fund has received an urgent cry from Lebanon teachers on behalf of Arab children refugees, who are destitute of paper, pencils, crayons. Can your readers do something to help the teachers to whom such a situation is heart-breaking? The children long to learn, but how can they without school equipment—even without school buildings and furniture? The latter we cannot supply. They must continue to make shift with the boards which they rest on their knees as they sit in their tents—but a little co-operative effort on the part of British teachers and children can so easily raise the necessary supplies of pencils, etc. May we please invite your readers to send us whatever they can, so that we may ship it at once to Beyreuth?

Yours faithfully,

EDWARD FULLER,
Public Relations Officer,
The Save the Children Fund,
20 Gordon Square,
London, W.C.1.

THE NEW ERA

IN HOME AND SCHOOL

THE ROOTS OF THE COMPREHENSIVE SCHOOL

John Croft

I do not think it is generally realized that the problem of the comprehensive school is one of more than local interest. It is like a plant whose seeds have been widely scattered across the globe and whose roots run deep. This article submits some tentative suggestions concerning the extent, historical origins and social background of the comprehensive school movement. Current schemes of school organization, curriculum and architecture, though in themselves both pertinent and interesting, are excluded because no engagement is contemplated in the lists of controversy. But if what follows contains a moral it is that educational decisions are but rarely taken for educational reasons.

The words *area*, *bilateral*, *campus*, *combined*, *common*, *composite*, *comprehensive*, *cosmopolitan*, *multilateral*, *multiple-bias*, *omnibus* and *school-base* often identify much the same sort of school fulfilling the same sort of aim in different parts of the world. The Ministry of Education wisely attempted to define some of these terms in their Circular No. 144 of June, 1947, concluding that the comprehensive school is intended to cater for all the secondary education of all the children in a given area but without organization in three distinct sides.

Where are these schools to be found and for what reasons? If their aims be parity of esteem and equality of social and educational opportunity then one would expect to find them in the Soviet Union and Eastern Europe. But here the comprehensive school, as defined by the Ministry of Education, does not exist. In the Soviet Union, which claims to be a classless society, there is the same general educational standard, corresponding to the English Matriculation, required from all its children. The last three years of this general education are not always provided in the same type of educational institution: about 50 per

cent. of the children receive it in the Ten Year general school; others receive it in a Vocational or Technical School with a four or five year course; and a smaller number—those who go into Trade Schools or who left school early during the war years—complete their general education in special courses at the Factory Schools. Except for the 800,000 or so nominated locally to attend Trade Schools, the factors that decide selection are firstly the wishes of the pupil; secondly attainment (on school record and class examination); and thirdly the country's need for this or that type of worker.

In Europe the problems of selection and those of the common school are closely linked, even in Czechoslovakia, for example, which has recently passed a Common Schools Education Act. Whereas in England up till 1944 the watch-cry was secondary education for all, in France the struggle has been mainly for a common primary schooling, which in its turn has now provoked the *classes d'orientation* and, in Belgium, the twenty experimental common schools for children aged 12-15 with humanities, general and pre-professional sections. The common ethos of nineteenth century Socialism need not be stressed; yet each country is working out its problem in the light of its own social and administrative tradition.

In the British Commonwealth the distribution of the population and its shortened social spectrum are of the utmost significance. In New Zealand, for example, it has made the fusion of the high school and technical elements of secondary education into combined schools more easily acceptable, and for much the same reasons that merged the rival vocational and academic schools in the American small town in the nineteenth century. Local stimuli and a political background which could foster the intermediate school have favoured

this development. One of the most interesting and best documented innovations has been the Tasmanian area school movement inaugurated in 1936. This school may be defined as a consolidation of a number of district schools involving the transportation of about 1,400 children daily for not more than an hour's journey to some thirteen centres where the curriculum is designed to meet social needs and to provide for a minimum post-primary course of two years. Education in Tasmania is a co-operative achievement designed to improve the agricultural welfare of the community. This model has been imitated in Victoria and South Australia in sharp contrast to the highly selective system in the towns of that continent. Information is not readily accessible on the composite schools which have been recommended for some Canadian provinces, but the trend of administrative consolidation can be gauged from the reorganization of the Peace River District some fifteen years ago. Conditions resembling a Marx Brothers satire with horses in the schoolroom have been superseded by the amalgamation of 63 school districts into one large unit, with consequent reductions in administrative expenditure and educational taxes, thus leading to the establishment of one technical and three high schools. It is here not irrelevant to add that the foregoing social and administrative features are in a sense both paralleled by and affiliated to educational development in Scotland, where the absence of any strong aristocratic tradition, economic movements such as the depopulation of the Highlands and the firm swaddling bands of Calvinism have helped to mould the omnibus school.

The pedigree of the American high school sidesteps the impact of European Socialism and is to be traced from Comenius by way of the penal disqualifications of the Clarendon Code which fertilized the Dissenting Academies, down to the time when the American Revolution, by separating Church from State, precipitated the decay of the Latin schools and brought about the short-lived blossoming of the academies. For these schools, having to charge fees and tending to be aristocratic, could not compete with the deeply rooted tradition of free and compulsory education in States such as Massachusetts. The secular tradition dominated; it received vast encouragement from the Civil War and the judicial decision of the Supreme Court in the

Kalamazoo case. In the past decades of the nineteenth century the influx of immigrants and the pressure of unprecedented technological expansion resulted in the welding together of what the Report of Harvard College called the complementary forces of Jeffersonianism and Jacksonianism—the first attempt to cater for the education of all the children of all the people.

The comprehensive school movement in England is often popularly identified with the Labour Party. It seems curious therefore that it escaped notice in Dr. R. H. Tawney's *Secondary Education for All*, published in 1921, so that the first reference we appear to have is contained in the National Union of Teachers' evidence to the Hadow Committee on the provision of a multiple-bias type of post-primary school; it will also be recalled that the committee itself was to report back to a Government different from that which appointed it in 1924. Howbeit, apart from an interesting but enigmatic statement of Mr. Baldwin's in 1929, the comprehensive school is not featured again until a publication of the National Association of Labour Teachers in 1930. Thereafter the topic becomes common currency and is, of course, referred to in the Spens Report. An analysis of some fifty-four Development Plans published by Local Education Authorities up to two years ago shews that twenty-seven per cent. of the future intakes of new schools will be into some kind of comprehensive organization. But the question is yet unanswered of how the notion of a comprehensive school seeped into English educational thought, whence it came and when. I believe we must look back further to such innovations as the sending of the Moseley Commission in 1903 to the United States, and perhaps even to the Technical Commission of 1887; the direct results of these enquiries were developments in the neglected field of technical education, but it is also reasonable to suppose that the seeds of the comprehensive idea infiltrated from across the Atlantic to lie dormant for years until they grew up as a conscious political expression.

From the foregoing brief survey it is possible to distinguish three facets of the problem. In the first place there is the process of administrative reorganization in countries with a high degree of decentralization; the example in British Columbia has already been quoted. In apposition, so to speak, to this tendency may be ranked the second aspect—the actual consolidation of schools,

★ HARRAP ★

CLIMATIC AND WEATHER EXERCISES

W. G. V. Balchin, M.A. and
A. W. Richards, M.A.

The subject matter covered in this book is fundamental to most courses in geography although it is mainly intended for use in a course leading to the General Certificate of Education.

80 pages. 9 $\frac{3}{4}$ x 7 $\frac{1}{4}$ inches.

6s.

THE WORLD'S WEALTH

R. W. Brooker, M.A.

"The conception underlying this simple book is most commendable. Mr. Brooker knows where he wants to go and goes there . . . The book will prove excellent for class use."—*Geography*.

236 pages.

6s.

TOWN HALL AND SHIRE HALL

An Outline of Local Government in England and Wales.

N. R. Tillett, M.A.

The local council, its spheres of influence, its limitations, and how it works are described in a concise but interesting manner. A bibliography and index complete the book.

152 pages.

8s. 6d. net.

THE LAW AND THE PEOPLE

An Outline of the Legal System in England and Wales.

N. R. Tillett, M.A.

This book describes simply how the Law works, the principles upon which it operates, the people that take part in the judicial process, and some of the social problems which they have to face.

192 pages.

8s. 6d. net.

All prices subject to revision.

182 HIGH HOLBORN
LONDON W.C.1

whether called area, camp or community schools, or special subjects centre. The most outstanding achievements in this field are probably to be found in Tasmania, but it is significant that in a good many rural areas, both at home and abroad, the emphasis is towards what Kropotkin called 'integral education'. It is quite obvious, however, that this kind of consolidation is dependent on a high level of mechanization; in Tasmania 'buses bring the children to the school, but in Turkey head teachers sometimes have to be brought to the children . . . Thirdly, the comprehensive school may be considered as an urban phenomenon. In this context social and political factors are intermixed, as for example in England where opposition, in the first instance to the separation of elementary and secondary education, and now to the tripartite system, tends to crystallize round a particular political complexion.

There is yet a fourth way of summarizing the problem—as a function of fiscal policy. 'God, of his abundant grace,' said Mr. Butler on the second reading of the Education Bill, 'hath sent copious plenty of children, but not plenty of money to maintain them.' It must clearly be cheaper for the Roman Catholic community to provide one school instead of three. On the other hand the capital outlay involved for any scheme of reorganization is so considerable that it is now becoming questionable—given the background of the present national financial retrenchment—whether even Local Authorities can bear the initial expense, let alone the voluntary bodies, although the latter can benefit from Section 105 of the 1944 Education Act. Prior to the recent cuts, the capital expenditure of the London County Council, for example, has been estimated at £20 m. over a period of less than four years in connection with a scheme for the provision of some 50,000 extra school places. In the long run comprehensive schools might be more economical, but the initial hurdle—in spite of the Canadian example—is a high one. In a decentralized system, therefore, educational policy is in direct ratio to the financial resources of the Local Authority; equalization grants only serve to mask this fact. An increase of five per cent. in the combined Standard Percentage has not solved this problem. Usually the central authority increases its financial aid only at the price of greater control over the grantee.

No review of the problem of the comprehensive

school would be complete without some reference, however cursory, to psychological opinion. The study of individual differences has led to the conclusion that human beings do not fit into a small number of clearly demarcated mental types. 'With some regret,' says Dr. Fleming in her latest book, 'it must therefore be noted that no success can be reported in the quest for an administratively neat assortment of types of child to correspond to a similarly clearly defined grouping of schools. Neither can it be confidently claimed that final classification and prediction of future relative status can be made in the light of any initial assessment of ability—whether in relation to intellectual, mechanical, motor, artistic or practical activities.' All decisions taken at the age of eleven or twelve, therefore, are in essence vocational decisions. Such a positive declaration, with which some educational psychologists are not in agreement, is partly a reflection of the problems raised in England by the administrative committee of selection for secondary education at the age of eleven. I do not think it is quite fair to suggest that the obvious implication to be deduced from this statement is the superiority of the comprehensive school: as we shall see below there are other considerations . . . As the high school in the United States was divided into junior and senior compartments, so, ideally, might the English child pass through three separate schools: 5-9; 9-13 (the diagnostic period); 13-16 (? selective). In reality administrative tradition is the brake, but a changeover is not always to be taken as the outward sign of an educational reform alone.

Finally it is necessary to allude to some of the social determinants of the comprehensive school movement and to indicate, if possible, some of the consequences of its adoption. Looked at from the point of view of the community or the nation, the educational system is rather like a machine. The children are fed in at one end—since 1870, all the children; in the process some get mangled out of recognition and have to be discarded; large groups of others are extracted from various parts at varying stages; some get so inextricably mixed up with the works that they never escape and become teachers; only a very few are turned out as a complete product. The question is one of selectivity: what sort of people does the society want? The problem is one of discrimination: how not to neglect the retarded children and how

to favour the very clever children in such a way as to avoid incurring the jealousy of the rest. Both equations must be solved in terms of social mobility. This factor is supposed to be on the decrease in the United States, but in England the need for it is on the increase owing to the static birth rate in the upper-economic levels of society. There is reason to believe that the class structure in England is now changing more radically than it has done since Tudor times; as Mr. T. S. Eliot has pointed out, the equality of educational opportunity dogma, like a belief in the mute inglorious Milton, is a reflection of such a disintegration, and, as has already been noted, a shortened social spectrum is one of the determinants which tends to favour the comprehensive school in the Commonwealth, as well as in the United States and the Soviet Union. Furthermore the impact of the Industrial Revolution, which both removed the vestiges of a folk culture in England and threatened to divorce technical and liberal education, has underlined the necessity for the preservation of cultural cohesion in an era of social change.

If it be true that as the proletariat is absorbed into the middle class so will it adopt its values, with the grammar school enjoying both a social and vocational prestige, then the comprehensive school would serve to placate the parent who would resist the slamming of the door of educational opportunity, taking his stand on Section 76 of the Education Act. If such a contingency as yet remains conjectural, it is similarly rather premature to register accurately the effects of an actual comprehensive school system in operation, although reports from Tasmania and other countries speak favourably. In another context I have suggested that the relationship between the school and the delinquent child may be more positive, or more negative, than the extent of our present knowledge can inform us. It is interesting to speculate what the comprehensive school might or might not do for juvenile delinquency. But it is precisely at this point that I must conclude, for here we part company with the land of facts for the more pleasurable islands of speculative fantasy. It has not been my purpose to decide whether the Scottish Advisory Council was right in its opinion that 'the omnibus school best embodies the ideals of the new age', but rather to expose the mechanism which controls the fulfilment of some of those ambitions.

ART IS UNDERSTANDING AND PEACE

I. S. Szuts

IN this brief paper I propose to introduce the theory that every human being is a born artist, and that the particular faculty of artistic expression should be restored to the common man. It is a complex subject with many closely-allied issues, and I shall therefore be obliged to deal with it in a condensed form. I must also point out that the term 'artistic expression' is meant to convey that faculty by means of which man gives expression to his existence, whether in the form of music, writing, painting and the allied arts, or simply by 'making things', as Eric Gill has it; and the fact that I have concentrated more especially on pictorial art for the sake of clearness does not affect the main issue.

My argument—for which I make no scientific claims—is supported by the fact that it not only coincides, but is actually linked up with various contemporary problems, all having an important bearing on the shaping of our future life—a 'shaping' whose present symptoms must appear nothing less than alarming to every intelligent human being. We know that the perpetual conflict involved in man's adaptation to the laws of universal life generates that form of dynamic energy which we term 'the human will'. It seems to me that the realization of human destiny takes place quite independently of man's dynamic efforts, and that in the business of determining his future prospects he has no say. I have stressed this fact of human subordination to, and dependence on cosmic forces, because it leads to the core of our problem, and to the vital suggestion that we should be well-advised to seek for and to accept the guidance of the infallible universe, with which we shall thus succeed in establishing a personal relationship. How can this be done?

DURING a succession of years devoted to art teaching I gathered first-hand evidence to the effect that art might become an indispensable and entirely satisfactory vehicle for the better and happier advancement of personal and communal life. According to my observation, all children—with the right kind of encouragement—are excellent artists. In ten years' experience, during which I became intimately acquainted with some

2,000 children, I found not one single exception to this rule. Children spontaneously adopt a suitable method of artistic expression which they will unhesitatingly and successfully apply. A child-artist, his work completed, will never ask how it strikes the observer; he is absolutely sure of it, and his self-confidence will at the same time favourably influence his attitude to the whole of communal life. So long as this condition persists, I consider that he is a good artist. Moreover, he enjoys an advantage similar to that enjoyed by the individual possessing sound sensory-organs when compared with one who is blind and deaf. Our social habits proclaim sound sensory organs to be indispensable in modern life, and yet what is to my mind one of the most necessary instruments for establishing psychic equilibrium—the artistic faculty—has been either neglected or suppressed.

The maiming of the average individual, as an artist, usually takes place in the schools. It begins at the moment when the child, intoxicated with the pleasure of creation, shows the picture he has just completed to his teacher. Let us say, for argument's sake, that it is a landscape with clouds. The teacher—who may be thinking of the Durer 'school' of cloud-drawing—says: 'Quite nice—as far as it goes. But clouds should be drawn like *this*.' And he will correct the child's drawing accordingly. As we know, art is an *a priori* psychic phenomenon, its nature being conditioned by the unconscious moods and aspirations of our collective psychic life. That is to say: *the purpose of art—as its nature implies—lies in its execution*. In the face of this conception, the teacher is obviously attempting the impossible: indeed, his attitude may be compared with that of one who uses a whip to induce bees to gather a certain variety of nectar.

Little is needed to damage or incapacitate for good a child's artistic faculty, and thus prevent it from taking part later in his everyday life. Once he is forced to adopt external standards, never again will the child be able to express himself in a manner which is true to his artistic needs. In the course of time he may here and there exhibit signs resembling artistic activity, but these—originating as they must from a state of submission to an alien aesthetic dogmatism—

can in no circumstances be as satisfactory and as beneficial to him as his own. The difference may be illustrated by the case of the lover when he embraces his loved one, and when he is but the spectator of a similar occurrence.

My own observations have convinced me that children who enjoy free artistic expression undergo the period of puberty in a happier and more balanced condition than otherwise. I am satisfied that, in the normal way, the youthful desire for love—if given the opportunity—is artistically creative, symbolic, and tranquil. On account of his frustration at this stage, both in sexual and communal matters, the child will instinctively turn to his art—that unique and attractive fountain of spiritual compensation. With its help he may, as it were, grow an imaginary moustache, or he may even occupy the throne of his idols and thus become an object of respect, admiration, or love in his own right. In his psychic apparatus imagination plays an important rôle, both guiding and instigating in a way similar to that by which the sprouting potato is drawn upwards to the light. The mere effort involved in seeking the light may ultimately exhaust the potato entirely. In the same way, the sexual impulse can be sublimated in temporary and symbolic satisfaction: the intention and potency of the causal force cannot, however, be affected. In order to maintain psychic equilibrium in the presence of apparently unabsorbable life-forces, the intervention of some complementary psychic component is needed—in this case, artistic imagination responding to the sexual stimulus.

When dealing with children, I always took great care to ensure that this beneficial 'condition of sublimation' remained undisturbed. One or two, however, were prevented by outside interference from exercising their artistic expression. In each of these cases the inward sexual strife materialized in rough, aggressive behaviour. Here we have to deal with a force anarchic in character only because it can find no other way. In later years such individuals become the victims of moral discrimination, for sex, like art, has no clearly defined place in our society, and the artistic impulse, when driven from its natural path, does not go well with the business of life.

On the whole, however, my little pupils blossomed in their work as lavishly as flowers in a sunny, sheltered garden; and although there

were as many different artists present as there were children, the sense of harmony—like that between the widely-differing flowers in the garden—at all times reigned supreme. Indeed, the general impression was that of a good-natured competition which, although requiring a certain amount of shrewdness, also called for a spirit of co-operation.

The tremendous urge for expression appeared to be focussed, somewhat boastfully, I must admit, upon the personal worthiness of each. This is a natural demonstration of vitality—a necessary answer to the challenge of reality. Boastfulness is a common characteristic of the dawning consciousness, and it usually occurs amongst children of about six. As soon as he becomes aware of life outside the family circle, the child's stimulated imagination cannot resist any occasion which offers to demonstrate his own significance, and in consequence everything with which he is connected will be the biggest, the strongest, the best. This indirect method of self-advertisement comes to an end, however, directly the way to artistic expression has been found. The keen response to creative opportunity invariably shown by children appears to convey their uniform tendency to exhibit themselves to their fellows and to the world. They seek to be recognized, accepted, esteemed: as Adler would say, 'to dominate'.

I also noticed that those children who, as a rule, were unable to associate without quarrelling or fighting, would abandon all animosity directly they became occupied with artistic work. Blind emotion became transformed—as in boxing—into practical qualities: respect, understanding, and appreciation of 'the other fellow's' capabilities. This capacity of estimation, which is attached to artistic activity, appeared to set an established routine in directing and simplifying communal behaviour. It made for more interest, and therefore more tolerance—a fact which suggested to me that the repression or neglect of man's artistic aspirations may actually have diminished his so-badly-needed supply of social sense. It also impressed me as bearing all the marks of a primary and instinctive inclination in our species for peaceful communal intercourse—the only one not inspired by fear. The moral of this seems obvious. If our aim is a socially-conscious type of human being, then why should we not increase the power of the individual by making use of this

dormant artistic faculty? It is by taking care of his own unconscious in this way that he will assist society.

IN the course of my profession as teacher, I found that artistic activity among children not yet handicapped by external standards was as easy and natural to them as breathing. Appreciation of the work of their fellows also came naturally to them, which fact suggested a prevailing sense of individual art-valuation as spontaneous and pre-conditioned as the creative impulse itself. It thus becomes clear that the primary feeling for beauty does not depend on, nor is it the result of aesthetic judgment. It is the product of a psychic disposition radiating, as it were, through the individual, and inducing a mood in which everything around it is, or seems to be, charged with joy, beauty, and sensuousness. On the other hand, it may induce a mood in which every object, hitherto regarded as beautiful, gives rise to aversion. Aesthetic ruling would apply the term 'ugliness'. But let us suppose that on the next day the psychic disposition of the observer and creator is such that he no longer feels an aversion towards those same objects. What can aesthetics do about it? Can they change their dictum overnight? Or must they decree that the artist in question, bewitched by the 'ugly', has gone mad? I am therefore satisfied that aesthetic criticism is no less relative than the spontaneous art-valuation of a child, which is pre-conditioned according to the individual need. Without this 'conditioning' property, extending from the artist to his environment, all objects remain neutral. The insistence of aesthetic dogmatism that they are not is where the root of the trouble lies.

True, we uphold this dictatorial system (invented by one or two men of genius) in spite of the fact that it has never concerned itself with the masses, except by serving as a means of social discipline. No child can grasp the meaning of the distinction between Leonardo da Vinci and himself. Were he able to argue, no doubt he would ask: 'Greater than me? In what way?' Indeed, the two might well exist in two different dimensions. Similarly, we ourselves would remain quite unaffected were we informed that the R.A.F. flies better than a flock of geese. 'In what way?' we might well ask. Assuming that the child and his great predecessor have both given free and genuine expression to their inner need, I think

that they may equally be classified as good artists. As a matter of fact, I have discovered in this respect that many professional artists of repute are not nearly as good artists as are children in general!

Speaking of the 'professional' artist, I may mention here that on one occasion a ten-year-old pupil of mine produced a clay duck, neatly coloured and varnished, which made such an impression on his schoolmates that he was promptly commissioned to supply a dozen at twopence apiece. This episode suggests that a similar occurrence among adults may have been responsible for the first appearance of 'professional' art, which has ever since remained a social appendage entirely governed by civic patronage. With regard to its future prospects, however, we may hope that a world-community which becomes generally active (in the artistic sense) will have something more definite to offer the 'professional' than he has hitherto received.

I was interested to find that when I showed my pupils some reproductions of the great masters' work (without any preliminary introduction), they exhibited signs of perplexity and doubt. Apart from this, the reproductions left no marked impression on them. It requires a forceful teacher, armed with the full panoply of aesthetic war, to make the child abandon his own individual method of art-valuation and capitulate to external standards, and such disturbances of the artistic mood do not occur where children are allowed to enjoy their own kind of artistic communication.

OUR history is a chain of attempts (faithfully served by the prevailing aesthetic standards) to improve communal conditions. Although such attempts might differ in concept, in practice they equally exploited the individual, and as a result very little has been done to improve the qualities of the human being. It seems to me that education defeats its own object if it seeks to benefit the community at the expense of the individual. There is a wide difference between education of the community, and of the man. Regarding the first, there has been no general agreement as yet. But people all over the world should find it possible to agree with the second, since it indicates a war-free society and affects them equally. Unfortunately the matter is obscured by a number of larger and smaller communities constituting a heterogeneous field of economic-cultural competition

which is maintained ultimately at the expense of the individual. It seems to me that the soul of man has been left far behind, and sorely needs assistance if it is to catch up in the race of competing communal systems. And in this respect, the long-standing and hitherto unchallenged dictatorship of aesthetic dogmatism is, to my mind, one of the biggest obstacles to the improvement of the individual, and one which—with all due respect—will have to be cleared out of the way.

The march of progress already indicates how this will come about. Primitive man possessed a negative conception of his own existence, perceiving it only as reflected by his environment. In the same way, he also appears to have projected his own image on to the idols which he fashioned, and to which he became subservient. The evolution of mankind reveals an underlying principle by which the power and responsibility of 'idols' is gradually becoming separated into as many different parts as there are members of the human race. This decentralization of power, which has continued for thousands of years, and which has by no means come to an end, is simply a social symptom of the gradual progress which is taking place in man himself. Thus the further he advances, the less he seems to rely on the protection of the gods. It is here that artistic activity—which is a necessary ingredient of man's completeness—should so modify social conditions that they become less oppressive to the human spirit. We are constantly reminded of the ever-changing and increasing duties of the individual towards the community. The force of this demand impressed upon us by the very efficient and scientific technique of our governmental systems, cannot be gainsaid, nor can we deny that the grip of a highly-industrialized community on modern man is well-nigh overpowering. Indeed, the necessary increase of individual responsibility requires some compensation for lost freedom of movement, and thus artistic expression, providing as it does an outlet for the psychic demands of the individual, should result in that collective satisfaction and contentment which may become the basis of a stable social order.

At this point the ordinary man may say: 'Supposing that we agree: where do we get the extra hours for all this? Haven't we enough to do as it is?'

Exactly. Then is it not high time that we considered how far this burdening of the individual

should be allowed to go? The over-cultivation of man's social dependence is bound, sooner or later, to lead to the use of the atomic bomb. But if we aim at the strengthening of the individual, his completeness, his 'individuation', as Professor Jung calls it, then the spectacle of helpless humanity vainly calling for union in the face of communal and national strife will, in the light of our subsequent emancipation, appear not only ridiculous, but incredible. We may hope that by then a man will not be compelled to spend his life solely in keeping himself and his family alive. He will have time enough and to spare—time which, added to that of some hundreds of millions of other men, will represent a vast store of potential energy, free and ready to embark on a new course. It is at this point that we must decide to what use it shall be put. Shall it remain free? Or shall we employ it in the establishment of some new version of social dependence? And since the ordinary man is not in a position to determine the issue, the responsibility seems to rest on artists, philosophers, psychologists, and scientists of all kinds—and if I have succeeded in offering these gentlemen a new field of interest (the complex problem of freeing the artist in the individual), it is more than I had hoped for.

As I see it, this 'freeing of the artist in the individual' on a world-wide scale should result in a happier, and therefore more tolerant type of human being in an infinitely more spiritually-active age. The arts will become a natural part of our every-day life. As the shape of the nose, the colour of the eyes and so forth differentiate one face from another, so will his art be the surest medium through which the individual may convey his more fundamental characteristics to those around him. By its means he will automatically become more comprehensible to, and therefore more successful with, his fellows. Such understanding between man and man is the essence of that wider international understanding for which we labour. The seed is already planted in each one of us. We need only encourage it to germinate by giving it light and air. We will then find that Nature rewards our wisdom with a harvest which fulfils our highest hopes.

Since true art can never be regarded as the instrument of any social institution, may I conclude with the following words:

Art is not a road to understanding and peace.
Art is understanding and peace.

FOSTER-PARENTS' PROBLEMS

Christine M. McCormick

FOR the purpose of this article, I propose to set aside material problems in connection with housing, household budgeting, and physical care of the child, and to concentrate on difficulties which can be divided into two general categories—external and internal.

Divided Responsibility. Since the purpose of boarding-out is to place a child in an environment most nearly corresponding to a perfect natural one, what degree of responsibility should be delegated to the foster-parents? If, in order to safeguard the child from every possible abuse, the Authority retains most of the parental rights and duties, keeping the foster-family under strict surveillance, this may have several ill-effects. It places the child in an abnormal situation, of which he will quickly become conscious. This division of powers may produce something akin to the feeling of insecurity of a child whose father and mother are antagonistic. The foster-parents themselves, if denied certain responsibilities, may well lose the will and confidence to exercise others. There may either be resentment and abandonment of the charge, or else such dependence upon authority as defeats the whole object of boarding-out.

On the other hand, the Authority or Organization cannot, for obvious reasons, delegate all responsibility to foster-parents. They are the child's legal guardians; they administer public funds on his behalf, and are responsible in the fullest sense for the child's well-being. The foster-parents themselves need support and help in the face of difficulties which do not threaten a natural family group. Also, the child has a right to know and to have access to his guardians.

Boarding-Out Officer in Relation to the Foster-Family. The function of the Boarding-Out Officer in relation to foster-parents, foster-child and the community provides material for a separate thesis. We are concerned here only with the attitudes of foster-parents to her. These will depend upon their own feelings about the situation. However skilful she may be, there will be times when foster-parents resent her intrusion. She becomes the focus of any anxiety and suspicion, whether it concerns the child or the Authority. She may be the source of help and encouragement and friendly advice,

but she is also the immediate person upon whom blame can be laid, and a useful vent for bad feelings.

This feeling of hostility towards the Boarding-Out Officer, though a danger signal, should not be a serious problem in the total situation. By admitting that the mother has a very difficult task—thereby lightening her load of responsibility and raising her self-esteem as being one considered fit to handle problems—the visitor may draw upon herself a good deal of blame for a difficult situation. This is wholly satisfactory. For example, by calmly acknowledging that there must be times when the child is positively hateful, the Boarding-Out Officer, having eased the mother's feelings, can often enable her to reveal much real affection and solid progress in family relations.

Foster-Parents and the Community. When applicants for a foster child have been approved by a Local Authority, it is because, in the opinion of those qualified to judge, their motives for wanting to care for a child are such as will best serve his welfare. In spite of this, however, there is likely to be a certain amount of criticism and suspicion, either real or imagined, that natural parents do not often meet. While the decision is being made, the couple will receive many warnings as to the dangers of taking into their home a child of questionable or unknown background. On the other hand, they may receive admiration and praise for doing an act of charity. The couple may clearly understand the nature of their undertaking, and be level-headed enough to remain un-influenced by the attitudes of those around them, but there is a danger that the child may be received either with some apprehension, or with rather self-conscious generosity for which due expression of gratitude is expected. Either attitude would, of course, be a barrier to establishing security for the child and a happy parent-child relationship.

Although very many foster-children adjust themselves quickly and well both in their homes and in the neighbourhood and wider family group, it is in the nature of things that this process will be watched with both friendly and unfriendly interest by the community. The magnifying glass held over the foster-family

PSYCHOLOGICAL BOOKS

A large selection of new and standard books on Educational, Vocational and Child Psychology, Mental Tests, General Psychology, etc., always available.

SECOND-HAND BOOKS. A good selection at greatly reduced prices at 140 Gower Street, W.C.1.

LENDING LIBRARY. Medical and Scientific. Annual Subscription from ONE GUINEA.

PROSPECTUS POST FREE ON REQUEST.

LONDON

H. K. LEWIS & CO., LTD.

136 GOWER STREET, W.C.1

Telephone : EUSTON 4282

tends to exaggerate or distort events taken for granted elsewhere. A foster-child crying after being punished is apt to be met with dangerous sympathy from those who remain unmoved by the sight of an ordinary mother berating her child. His quarrels and disobedience and other childish behaviour problems are his 'bad blood coming out'. His toys and treats such as all children enjoy may, on the other hand, become symbols of unparalleled generosity. The fact that the foster-parents receive payment and allowances for the child may arouse jealousy, and if a gifted child is given extra educational opportunities, allegations of unfairness will often be made. Yet the first and most important purpose in placing a child in a home is that a stable relationship shall develop between him and his foster-parents, and they must allow no outside influences to interfere with that process.

Internal Problems

Absence of real mother-child relationship. A mother who has given birth to a child will always regard him, to some extent, as an extension of herself and of her own personality. He may drive her to exasperation and despair, but no enormity of his can break that primal bond. Relations between them may be bad, and antagonism high, but if one explores deeply enough, eventually this basic unity between the two is reached, from which the building-up process can begin again. A substitute mother, however willing and even eager to suffer and make sacrifices for a child coming into her care, can never manufacture this bond, and no amount of digging will discover this solid foundation. Here, then, is a real problem, because on the one hand she lacks this elementary relationship, and

on the other, it is likely that the child she fosters will test out her endurance to the utmost.

All children seek to reassure themselves as to the infinite capacity of their parents' love by finding out just how much it can bear. Sooner or later, a foster-child will test his new environment by trying out his foster-parents' affection. Their problem is, first, to understand what is going on, and then to meet it with firmness and patience so that the child may be sure of the solid ground under his feet. Although a foster-mother may be warned that certain symptoms are to be expected, and is perfectly prepared to bear with them, it often happens that in the process of adjustment and natural development, a new symptom appears which she finds quite intolerable, possibly because of some emotional problem of her own, and then the whole relationship is in danger of breaking down. It is at a time like this that the severest strain is laid on the substitute mother, and when she needs most support. This problem of the absence of a true mother-child relationship lies at the root of all boarding-out difficulties. Lacking this fundamental basis, the structure of the foster-home must have support from another source, that is, the understanding and timely help of the Boarding-Out visitor.

Fear of failure. Every family has to support the burden of love and hate, jealousy and aggression, as the growing children work through their emotional conflicts towards stable family relationships. In a foster-family, this burden is the heavier because the 'duty' of loving, and of repressing hatred and feelings of aggression is more explicit. Lacking the natural bond, the feeling of 'ought' is all the more insistent. Negative feelings are more severely repressed and guilt about them is all the greater. The consequent extra anxiety of the child about his feelings towards those to whom he has a debt of gratitude, and that of the foster-mother about any illness, accident, or naughtiness of the child, creates a tension greater than that in the normal family. Fear of removal from the home is a common phenomenon with both children and foster-parents, possibly even where the situation is unhappy. Removal is a confirmation of personal failure, and brings a heavy sense of guilt for all the bad feelings of which this is the punishment. Where there is great anxiety and tension it is extremely difficult for those responsible to

decide whether there is sufficient positive feeling left from which a better relationship may develop, with some outside support. The burden may have become just too much for that situation to bear, and removal from the home, with its injurious consequences, is the only answer.

Child's Origin. 'Where did I come from?' is the vital question every child asks just as soon as he is able to express his burning curiosity about life. At some point in early development, every human being becomes conscious of his individuality. He is an entity, separate from and yet mysteriously part of the 'scheme of things entire'. This can be very terrifying unless he is also conscious of himself as a continuing reality—something that has roots, an established relationship with other beings, and a permanent identity. Children whose environment is not the one in which their origin lies remain anxious until this whole question is settled. Whether the anxiety is explicit or repressed, it must always be present, and its mere existence is a difficulty for foster-parents. It is hard for them to accept without resentment that the child will never rest until he knows where he belongs. It is harder still to understand that the happier and more secure the child is with them, the more freely will this anxiety be expressed. Hardest of all to accept is that although they can help a great deal, the child will usually take this problem to someone less emotionally involved with him than his own loved foster-parents.

Jealousy of the Boarding-Out Officer. The Boarding-Out Officer is often the only link the child has with his own home or his unknown origin. She is also outside the intimate family relationship, and with her the child need feel no guilt about yearning for knowledge of his own parents. Sometimes it is years before the longing is expressed, but all the time, the child is conscious of her as the one link with his past, and will often cling to her for this reason. Naturally, many foster-mothers are jealous of the child's attachment to another, and find

it hard to tolerate her connection with the home. Foster-parents can often be helped to realize the true nature of the problem, and can even see that tension within the home is relieved by the child's freer relationship with someone outside it. But the more they love him, the harder it is for them to see the situation dispassionately, and it must be realized that the child's attachment to someone else can be a sad trial to foster-parents.

Family Jealousy. Foster parents are often disappointed when, having taken a child to be a companion to their own, jealousy and antagonism arises between the children. However well-prepared children of the family may be for the newcomer, it often happens that they resent the diversion of so much affection and attention. Then they either vent their anger on the cause of the trouble, or, repressing the feelings of jealousy and anxiety, develop other behaviour troubles.

Many foster-children slip into family life easily, gaining all the benefit that is hoped for when such a placement is made. Other more emotionally-starved children are quick to sense the deeper bond between the mother and her own child. To compensate for this lack in their own

PITMAN

Books for Schools



SIR ISAAC PITMAN
& Co. Ltd.

Pitman House • Parker Street
Kingsway • London, W.C.2

Simple Puppetry for Children

By Irene Serjeant. This practical book describes how simple puppets can be made by children and can be used by teachers with no previous experience in puppetry. Various types of puppets are dealt with, the making of a stage is outlined and suggestions are given for puppet plays. Price 4s.
"Very useful for younger teachers and an asset in the junior reference library."—
London Head Teacher.

Creative Play in the Infant's School

By Dorothy Simpson and Dorothy M. Alderson. Price 6s.
"Not all who speak so glibly of creative activity have had actual experience of it, and it is, therefore, with considerable relief and encouragement that the teacher will turn to this book, written as it is by two people who have had eight years' practical experience of this method."—*Times Educational Supplement.*

Pattern and Design

By Reginald Heywood. Here is a simply worded and well-illustrated course on the fundamental principles of creative design. It describes in detail an unusual technique of pattern-making and its adaptation to various purposes in handicraft and design generally. Price 2s.
"A book full of new ideas for the art class. Recommended."—*London Head Teacher.*

relationship with her, their demands on her become insatiable, her affection being tested out to breaking point. The mother who has had no trouble with her own children cannot understand this 'failure', and is worried and anxious.

The question as to what children are suitable for placement in a 'ready-made' family needs much consideration, and must depend upon the ages and temperaments of all the children concerned. In general, it seems that jealousy may be avoided if a young child is placed where the children of the family are over five and at school. A foster-child of school age may settle quite happily among children round his own age, especially if he has once been used to a normal home life and is not starved of affection. Trouble may arise if the intelligence level of the foster-child differs widely from that of the other children. There are several cases where a family of boys have accepted a small girl with no difficulty, and *vice versa*. A successful placement of this kind is obviously of the utmost value to the child concerned, but an emotionally-disturbed child cannot easily adjust himself to the give and take of family life, and the process may be a painful one for the parents.

Jealousy can arise between husband and wife

when the foster-child identifies himself more with one than the other. One rather stolid, slow-thinking boy has identified himself with a foster-father of similar temperament, and is never happier than when helping him with carpentering and gardening, carefully and methodically, with no waste of words. The more lively and intelligent foster-mother resents this close association. Conscious of this, and also of her impatience at his slowness, the boy defends himself with lying and sullenness, which never occur between him and the father. The problem again is to decide whether there is sufficient positive feeling between the boy and the mother to allow them to work through their difficulty to a satisfactory adjustment. If the family structure is really breaking down, the boy will have to be moved, thus destroying his valuable relationship with the father, and leaving consciousness of failure with the foster-parents.

Permanent Homes

Orphans, or children whose families are unlikely ever to be willing or able to make a home for them, are those for whom permanent foster homes are desirable, if legal adoption is not possible. In that some of these children come

from 'broken homes' and have suffered severely from emotional disturbances there, their feelings of guilt and anxiety will present the permanent foster-mother with the same sort of behaviour problems as the temporary one. But many children cannot remember, or have never had a normal home background. Special problems arise in connection with the foster-care of these children

The 'Family Romance'. The anxiety of all children to establish their origin and identity is greater in those who cannot remember a mother. In process of working through his emotional conflicts within the foster-family, the child will often set up a 'real' family in his imagination. His phantasy home represents all that can be desired, and it is hard for the foster-mother to listen sympathetically to des-

Playing with the elements...



WATER TROLLEY

Children can have a lot of fun with this portable Water Trolley without coming to any harm. The aluminium tank has an anti-splash lip, and fits into a tubular steel frame, enamelled turquoise. Tank is also fitted with a drain screwed from below, and allows a pail to be slipped underneath for emptying. The Trolley has two fixed castors and two rubber feet; it can be moved when required by raising one end. Dimensions: Height 22", Width 20", Length 30", Depth 7".

PRICE £7 17 6 net,
plus P.T. £2 2 0

NURSERY PLAYSUITS

Ideal for outdoor play in damp and cold weather. This approved design allows plenty of room inside for warm clothing and the material is durable, wind and waterproof and washable.

Size 1, 2½-3½ years, 13/- each net

Size 2, 4-5 years, 15/- each net



THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED

Esavian House, 181, High Holborn, London, W.C.1. Tel: Holborn 9116
101, Wellington Street, Glasgow, C.2. Tel: Central 2369

criptions of a good, beautiful, queenly mother, when the reality is so often very different. In a secure foster-home the child will gradually learn to replace phantasy with reality, but it becomes no less urgent to find out what that reality is. The happier the foster-home, the more readily will the child express his curiosity, but it hurts the foster-mother to think that 'she is not enough'. It is difficult to decide how much of the truth should be revealed to the child, and at what stage in his emotional development he will be able to accept and deal with it. Foster-mothers will need advice and help at this point.

Basic Insecurity. Some foster-mothers find it difficult to understand the irrational fears of the child who has no roots. One such mother described the difficult behaviour of Fred, aged nine, and how exasperated she was, especially as he had been happily settled with her for some time. The Boarding-Out visitor asked her if she ever threatened to send him away. 'Oh, I tell him he'll have to go if he behaves like this, but that doesn't upset him. He takes no notice at all.' She could see no connection between her threat and Fred's lapse into bed-wetting and petty stealing.

The best foster-home cannot entirely remove fear from a child whose earliest infancy was insecure. Foster-mothers who dearly love the children in their care have to keep reminding themselves that fears born in those early days can never be far from the surface. The reappearance of anxiety symptoms, often after some years, is a disappointment to many excellent foster-parents, but one which is usually overcome by their own patience, reinforced by timely support from outside.

Conclusion

'All normal motherhood is altruistic, but foster-motherhood is altruism at its best.' First, the foster-mother undertakes to give a strange child all the love and care and time and patience which she would give to the child of her own body. She may or may not realize that the absence of the deeper natural bond will test her resolution and affection to their limits. Secondly, she learns that the absence or failure of his own parents means that the child will be anxious and 'difficult' until he is secure and happy enough to deal with his problems. Lastly, she shares with ordinary mothers the knowledge that the measure of her

Illustrated Supplementary Readers

JACK AND JILL IN MANY LANDS

By AGNES CANHAM

Book I—1/4

Holland, Switzerland
and Norway

Book II—1/4

Canada, Greenland
and The Philippine Islands

Book III—1/4

Malaya, Ceylon and Egypt

Book IV—1/6

Greece, Italy and N. Africa

Book V—1/6

Sunny Spain and The Fair
Land of France

Book VI—1/6

The City of London

Please write for illustrated pamphlet

A. BROWN & SONS, LIMITED

32 BROOKE STREET, HOLBORN, LONDON, E.C.1

success is the ability of the child to go away and leave her, to become an independent and active member of the community.

It is evident that the many special problems of foster-parenthood would be insuperable without the unfailing support of an understanding Boarding-Out visitor. Her function in the process of placement and fostering represents a whole new subject for consideration. It is important to note here, however, that many foster-parents will solve problems unaided, in a way that may be considered unorthodox. Boarding-Out Officers, and everyone else concerned with the child's welfare, must realize that they are not propping up an artificial situation. The foster-family is not an imitation real one. It is a group of people whose special relationship to each other cannot be imposed from without, but must develop between them, like any other natural human relationship. Certain difficulties which arise can only be interpreted within the intimacy of the family group. Such an understanding may exist between a foster-mother and her child as will enable them to deal with their problems by methods which, out of their human context, appear disastrous. Knowing when not to interfere is one of the many attributes of the wise Boarding-Out Officer.

An understanding of the extent of foster-parents' problems, though necessary, should not cast doubt over the principle of boarding-out. Human nature has a resilience not easily impaired by hardship and disappointment. Those holding a watching brief over foster-families should remain within call, while welcoming the development of a sturdy framework within which parents and children work out their difficulties and draw closer together in a valued relationship.

THE CITY CHILD IN THE COUNTRY

Shirley and Hans Hoxter

ABREATH of fresh country air straight from the pleasant green fields of Essex has blown into the dreary back streets of Paddington where the gaunt decaying houses overlook the canal. The people of the district are busy creating for their children a country holiday centre.

The Denys Goodson Trust has acquired for this purpose the site, near Great Bardfield, Essex, which was formerly the Hawkspur Q. Camp. Part of the land is being used by a young farmer to start a pig farm and the remainder, including a camping site, huts and a small farmhouse, forms the Children's Holiday Centre. Children from other districts and from Child Guidance Clinics have been welcomed here for holidays, but the Centre exists primarily for the members of the Paddington Children's Club for boys and girls of school age.

It is largely because of the hard work of the parents and relations of these children that the Centre has struggled through its many difficulties and was able last year to provide some sixty children with two good country holidays ranging from one to six weeks. Nearly every weekend a group of fathers and uncles go off to the country to extend the facilities of the Centre; they have dug ditches, laid on a water supply, built a brick wash-house, and completed innumerable jobs, both large and small, to improve the conditions and to keep the wooden huts and farmhouse in repair. Mothers, aunts and grandmothers play their part during the school holidays when the Centre is in full swing; one or two of them nearly always manage to free themselves from their home duties then and to help with the arduous tasks of cleaning, cooking, washing-up and generally assisting in the care of the children. During term time a few small groups of children, sometimes accompanied by their parents, usually manage to spend a weekend at the Centre, but it is of course during the Easter and Summer school holidays that they are able to make the fullest use of the Centre, in groups of from ten to twenty-five at a time.

For the child from an overcrowded urban district a holiday at home is very often a dreary frustrating affair, which does more harm than good to his development. There is no room for proper indoor play except 'under mother's feet',

and out-of-doors the street is often the only space. Although the children do their best to explore to its limits all the possibilities of street play, they find themselves restricted on every side. Most possible games and nearly all adventurous activities are forbidden, because they are road-dangerous, a nuisance to the neighbours, or actually against the law, and so many town children are condemned to spend some ten weeks a year in wandering aimlessly about, squabbling and fighting, or waiting for the cinema to open.

This dreary prospect has largely come to an end for the children of the Paddington Club. When their turn comes for a holiday, an eager, excited group packs into the Club Leader's van, and as the London streets are left behind and the woods and open fields are reached, the word 'country' takes on a real meaning whereas before it often just meant vaguely 'everything outside London'. When at last the children arrive and leap out of the car, race across the grass, and start to explore and visit and revisit every part of the Centre, they begin to experience the excitement, stimulation and refreshment that can come only from a holiday away from home.

Yet the weeks spent at the Children's Holiday Centre, although a complete change and a great expansion of the child's horizons, are not an isolated experience quite apart and unreal from the context of his every-day life. A permanent children's holiday centre of the Hawkspur Green type, which is created and maintained as a neighbourhood project and part of which is a working farm, is well suited to provide the children with continuity of experience. They visit the Centre at different seasons and they hear of its progress all the year round from their relations, neighbours and Club Leader. They know that it is not a magical entertainment all ready-made and laid on for their benefit; they realize that it demands hard work and they take pride and interest in its welfare and in their own contributions to its development. The farmer takes a sympathetic interest in the children and is most co-operative in enabling them to take part in the numerous activities of the farm. The children grow to appreciate that a farm is a place of work, a place of difficulties and achievements; that it is as important to the farmer and to his livelihood as

their father's job is to him and to their own family. The practical life of the farm makes sense in relation to the economic struggles they know at home. Through their walks and explorations of the nearby fields and stream and through their visits to a neighbouring farm to watch the cows being milked or to collect the milk, and, above all, through participation in the work of their 'own' farm, they are given a chance to grasp the significance of the steady pattern and discipline of country life. They learn, as they never would in a classroom, the importance of the weather and the seasons, the rhythm and purpose of the crops and the contributions of animals to human well-being; they observe for themselves the birth and growth of young pigs, and take great interest in the progress of the goats, hens and other animals of the farm. They learn to dig and saw and paint and build and to make things that are useful and will continue to be so even when the holiday is over. Gradually they come to realize, as very few Londoners can, that the country has a purpose other than to give holidays to townspeople.

Helped by the understanding of their Club Leader, who knows them and their own home difficulties very intimately, the children are able to continue and extend the social education of their Paddington Club. They learn to live with one another and to adapt themselves to the give and take of community life. A few weeks of open air with good food and sufficient sleep makes a visible difference to the health of many of them. It is, however, in the field of mental health that the Centre is challenged to make its greatest contribution. Many of these boys and girls live on the verge of delinquency and some have actually been before the Courts or attend the Centre when on leave from a remand home. Many of them come from broken homes and have a most unstable family background. The adolescents in particular, who suffered the upheavals of war, shelter life and evacuation at their most critical, sensitive age, are in many cases seriously disturbed and desperately in need of help. Their values are those of the street corner; their wishful thoughts are shaped by their hungry yet passive acceptance of the shallow unrealities of the cinema world. The children themselves feel 'let down' by life and are pathetically lost in a society which makes no satisfactory provision for their urgent needs and which appears to have no use for them until

they are called up for military service. They are apathetic and listless and lack the concentration of even a Nursery School child. They show no zest for life, no urge for adventure, no imaginative curiosity; the only activities in which they are not half-hearted are in their sexual jokes and repartee and in the expression of their aggressive attitude to the adult world which has so gravely failed them. The Centre and the friendship of their Club Leader form the only available hope for most of these adolescents. Some of them are probably in need of a type of aid which, psychologically, goes far deeper than that which can be provided by any club, but even for these the Centre can at least provide an environment in which their aimless drifting will be tolerated with patience and understanding and in which they can give vent to their aggression and hostility without causing harm to themselves or to society. It is hoped, however, that the Centre will gradually be able to make a far more positive contribution to the healthy development of its younger members.

There is no hurry or bustle at the Holiday Centre and there are very few organized activities. The children are free to relax and to explore, and to find out for themselves the most satisfactory ways of using their leisure. They learn to make their own entertainments and, responding to their stimulating new environment, they develop new interests which they are able to follow up for as long as they wish. Gradually they are able to catch a glimpse of the poetry and the aim behind the calm beauty and steady rhythm of the countryside, and they are enriched by the discovery of enjoyments, interests and standards which rival those of the street corner and the cinema. The Centre can provide the younger children with the opportunity to develop and stabilize these new appreciations and pleasures so that they may be carried safely through the perilous 'couldn't-care-less' phase of an adolescence based upon synthetic values. The importance of the Centre as a form of preventive social medicine for the community which it serves can hardly be over-emphasized in view of the desperate need for help for these children if they are to avoid growing up into aimless, harmful and unhappy members of society. It is the kind of Neighbourhood Scheme which, adapted to other areas, could render the most valuable services; it also is a project which could form part of the

programme of many Community Centres and settlements.

The Holiday Centre is an entirely voluntary concern; the parents pay for part of the cost of their children's upkeep, and sometimes the remainder of the holiday expenses are met by contributions from the Children's Country Holiday Fund and similar bodies. The Club Leader and her helpers are unpaid, and the dwindling funds of the Denys Goodson Trust are entirely responsible for the heavy expenses of the tithes, rates, upkeep, and development of the grounds and buildings. It is hoped that one day the Trust funds may provide for the building of an annexe in which there may be a permanent resident Warden who can provide a familiar and friendly home for the numerous Club children who, from time to time, have to be boarded-out during one of their many family upheavals; but this at present is only a distant dream. The Centre does not aim at providing great material comfort, but even for establishing and maintaining the minimum necessities of its rough, camp-like conditions, there are

many essential, if prosaic, purposes for which money is urgently required.

Those interested in this scheme are invited to join *The Friends of the Denys Goodson Trust*, to contribute to its funds and to take part in its activities. The Holiday Centre badly needs to be 'adopted' by a progressive school or a training college which is in support of its aims and which will organize entertainments and other means of collecting money.

There is a constant need for volunteers to reinforce the good work done by the parents of the children. Skilled students from technical colleges who could spare an occasional weekend of work at the Centre would be invaluable; there are also always plenty of jobs for unskilled but willing workers. Teachers, student teachers, social workers and others interested would be welcome as helpers during the holiday.

Anyone who wishes to help the Holiday Centre or to find out more about its work is asked to write to the Hon. Secretary, 6 Delamere Terrace, London, W.2.

Book Reviews

Male and Female Margaret Mead (Gollancz. 18/-).

This is a book of travel, in more senses than one. Our distinguished guide allows us a detailed view of many societies she has closely observed, and points to the rewarding spectacle of the intimate daily life of men, women and children in their social setting. In another dimension, we are allowed an even more rewarding panorama: far from keeping remotely and coolly aloof from her readers, Margaret Mead reveals to us her own mode of thinking and feeling, her purpose and craft in anthropological analysis and comparison. She devotes much time and effort to demonstrating her method to the lay reader, and for the student adduces material from many related disciplines. To appreciate this work fully, one would have to be an experienced ethnologist, anthropologist, sociologist, psychologist (of several schools) and biologist. Also, following her own trend of thought, one perhaps needs to be two people: man and woman. Clearly, to avoid being discouraged, the reviewer must limit her approach. Perhaps it might be imagined that the readers of this magazine are a group of research students, people of mature mind and practical experience, attending a seminar upon the vast subject raised by this book, and

that the writer, part of the group, has been assigned the task of pinpointing questions for discussion.

The first of these, Margaret Mead herself raises on page 6. 'What does the family do, how does it function, and what is the relationship between family life, with its strains and its prohibitions, its sacrifices and its rewards, and the natural springing potency of men and the spontaneous, slower-flowering responsiveness of women? Each known human society has tried to come to grips with these problems, with the incompatibility between man's spontaneity and the monotony of the domestic hearth, with the over-compatibility between woman's docility and the perpetuation of some tight, outworn tradition.'

This is a typical Margaret Mead formulation, containing in essence many assumptions. It is an American who speaks of 'tight, outworn traditions'; a woman with poetic powers who describes the sex-rhythms of men and women, and an assured scientist who refers to the research of the past. Miss Mead is fully aware of these assumptions, and in her section on contemporary American society recognizes the limitations to which she herself is subject. And when she asks another set of questions with the purpose of challenging social awareness, we recognize the direction in

which she wishes that awareness to develop. 'How much protection from physical endeavour should a pregnant woman have?' 'How much freedom from monotony should a healthy young man have?' 'How much physical sex experience is necessary to mental health?' Yet in her chapter on How an Anthropologist Writes, Miss Mead is anxious to persuade us that the observations made in a foreign culture, however detailed and intimate in nature, can be recorded with detachment, and serve no other purpose but knowledge (p. 39). Is this, one wonders, reconcilable with the strongly reformist motivations in this book? Only careful study of each chapter can supply the answer. Some of us will look askance at generalizations for which valid proof cannot be found in the book itself. On p. 59 we read of the transformation of bodily experience in childhood into culturally approved elaborations. 'Those who have not succeeded in making these transformations go mad, and fill our insane asylums. Those who keep an easy access to their early memories but who have also talent and skill become our artists and our actors; those who combine these early basically human experiences with visions and love of mankind become prophets; those who combine this ready access to early

images with hate become dangerous demagogues—Hitlers and Mussolinis . . .’ Fortunately, such prophecies are known to have been made after the event. In actual fact, no one can predict that anyone will go mad, or become an artist or a dictator. Too many individual variations of such prototypes, too many circumstantial hazards, and too many unknown quantities in the environment, have to meet to produce the complete result.

One very important environmental factor, however, is excellently described in the chapter on early upbringing of children in seven different South Sea societies. Margaret Mead distinguishes between symmetrical, complementary and reciprocal behaviour between mother and child. The first is based on a view of the child as essentially similar to the mother, a whole human being. The second, complementary, pattern consists in mother and child being essentially different but forming a pair; and the third, reciprocal, form of behaviour emphasizes the exchange of commodities between mother and child, food and excreta being the primary matter. In discussing later development, the gradual comparison of the child’s body with that of the adult is stressed. A step-by-step approximation to the adult, rather than the sudden revelation of the adult body as in Western society, is said to avoid traumatic reactions to nakedness. Sharp envy of the other sex, a factor often assumed in modern psychology, is shown to be by no means unavoidable, but the differences in body carry a definite significance which is, however, interpreted in different ways in the customs of each society. In Manus, for example (see the same author’s book *Growing up in New Guinea*), women do not enjoy being women, because the rôle of wife and mother is undervalued there. In the Iatmul culture, on the other hand, the initiatory myths recount how the sacred, noise-making objects were originally discovered by women. In the same culture, the father in his own house, has no special rôle. Little boys take as much care of infants as do little girls, and even young adolescent boys spend much time taking care of babies. In yet another culture, that of the Arapesh, both man and woman are said to be depleted by parenthood. ‘You should have seen what a fine-looking man he was before he had all those children’, Margaret Mead quotes. Can we not think of equally phantastic statements made by parents of either sex about their own rôle? Or perhaps they would not be pronounced in public but indulged as a private image?

The rôle of the father is studied in

the fascinating Mundugumor society where the masculinity of men is harsh and their parental feelings are slightly developed. Small children may be sent away as hostages, and taught to act as spies in view of a future attack upon their host tribe. The child is seen as a rival even before birth, and twins are felt as the worst catastrophe. From such observed behaviour in Mundugumor and other societies, Margaret Mead draws a lesson for our society that qualifies the famous Oedipus complex. In a society with a different form of fatherhood, the solution to the Oedipus situation must also be different, she concludes. However, we know from the study of psycho-analysis to which, after all the Oedipus complex owes its discovery, that the struggle with the father for the love of the mother, is an internal and largely unconscious process that can be applied to a social situation only by way of analogy.

An even more controversial standpoint is taken in the chapter on sex and temperament where an attempt is made to establish constitutional types in terms of their idea of masculinity or femininity as conditioned by the prevalent concepts in their society. On p. 39 we are asked to imagine ‘an aristocracy in which for both men and women the ideal is tall, fiery tempered, proud, specifically and very sensitively sexed. Into such an aristocratic household is born a boy who is plump, easy-going, fond of eating, diffusely sexed. All through childhood he will be trained in the behaviour appropriate to a type very different from himself, and this will include accepting as his feminine ideal a girl who is fiery-tempered, reserved, specifically sexed. If he marries such a girl, he will have learned a good part of his proper rôle which she in turn will have learned to expect of him. If he marries a girl who differs as much as he from the expected standards, each will never the less have learned a consistent rôle, he to treat her as if she were sensitive and proud, she to treat him as if he were sensitive and proud . . . In every such tightly patterned picture there will be some who will rebel, will commit suicide—if suicide is a culturally recognized way out—will become promiscuous or frigid or withdrawn or insane, or, if they are gifted, will become innovators of some variation in the pattern. But most of them will learn the pattern, alien though it be.’ Surely this is driving behaviourism beyond its limits! Deviations from the norm exceed conformities in every culture. This becomes clear if one looks at the total make-up of an individual, and does not merely regard him in relation to a particular behaviour pattern, itself only recognized empirically from the

DARLINGTON TRAINING COLLEGE

(University of Durham Institute of Education)

One Year Course in Nursery School Studies

A One Year (Advanced) Course in Nursery School work is offered by the above College, beginning each year in September. It is open to Graduates, and to Qualified Teachers with at least five years’ experience, and is of special interest and value to women who wish to become Course Tutors or Organizers in Nursery Work, Training College Lecturers, or Nursery Superintendents, or to hold other posts of responsibility in the Nursery field.

In addition to lectures, reading and discussions on Child Development and Child Health, and the theory and practice of Nursery Management, the Course includes practice in Nurseries of various types, Children’s Hospitals and Residential Homes, a wide range of visits to schools and clinics, a course in dietary and domestic science applicable to Nursery conditions, and short courses in the development of children’s language, in Art and Craft, Music, Nature Study, &c., according to the Student’s own needs.

A special feature is the sociological basis of the Course, to give the student an understanding of the child in his home and neighbourhood environment as well as in the Nursery. A Social Centre has been opened by the College to provide a field of practical work and investigation. A course of lectures is given on economic and social history and background.

The Staff consists of a team of well-qualified experienced lecturers on the Staff of the College, and also a full-time Warden of the Social Centre. Courses of lectures are also given by a Pediatrician and several visiting lecturers who are specialists in their own field.

Though the Course is non-residential, students are welcomed into the social and community life of the College. There is a well-stocked library.

The College, founded in 1872 by the British and Foreign School Society, has a long tradition of teacher training of a high order.

Fees: Tuition fee £100.

Lodgings are available near the College.

Grants. Qualified experienced teachers recognized by the Ministry of Education are eligible for grant up to a maximum of £300 according to an income scale.

Application should be made by teachers to their Education Authorities for leave of absence for one year. The Course qualifies the teacher for an additional increment of salary under the Burnham Report. An Advanced Certificate in Nursery School Education is awarded by the University of Durham Institute of Education on the successful completion of the Course.

Graduates. The Course leads to the Diploma in Nursery School Education of the University of Durham Institute of Education.

The tuition fee is in the case of Graduates paid by the Ministry of Education and maintenance grants are available.

Application Forms from The Principal, Miss O. M. STANTON, M.A., Training College, Darlington, Co. Durham.

BLACKIE

NEW BOOKS

THE HAPPY STORIES

By E. G. Hume, M.A., B.A. (Hons. History): N.F.U. (Montessori Diploma). *Fully Illustrated in Colour throughout.* In six books, 1s. 3d. each.

- | | |
|---------------------------|--------------------------|
| 1. WORK AND PLAY | } For use with Book II. |
| 2. A RAINY AFTERNOON | |
| 3. MOTHER COMES TO SCHOOL | } For use with Book III. |
| 4. AT THE SEASIDE | |
| 5. A VISIT TO THE ZOO | |
| 6. A HAPPY CHRISTMAS | |

Besides forming a part of *The Happy Way to Reading series*, these six books make suitable supplementary readers for any other Infant reading scheme.

THE DRAMA MERRY-GO-ROUND

Four Dramatic Readers for Ages 7-11 years by ERIC NEWTON. *Illustrated.* 2s. 6d. each.

The books include poems for mime and rhythmic movement, plays, broadcasts, stories for acting and exercises in play making.

THE TECHNIQUE OF TEACHING

An entirely new series of books on subjects of vital interest to all engaged in the Teaching Profession.

THE PRINCIPLES OF ARITHMETIC

By ALEXANDER KEITH, M.A., B.Sc., and JAMES ROBERTSON, M.A., D.Sc. 8s. net.

An examination at school level of the fundamental ideas of Arithmetic, the analysis and synthesis of the calculating processes, and how these processes may be best approached and presented to young children.

GAMES ACTIVITIES FOR GIRLS

By MARGARET DUNN, Adviser in Physical Education to the West Riding County Council. *Illustrated.* 5s. net. A practical book for teachers who wish to teach games but have no special training for the purpose.

observer's standpoint. The few characteristics singled out for comparison in the example quoted are, in the actual person, varied and adapted to suit his own particular compromise between internal and external factors. Thus when we read that 'the girl child' need make no new or structurally different adjustment between her early relationship to her mother and the later one to her husband, or that 'no small girl ever sits attentive only to the rhythm of her own heart', we may think that the anthropologist has gone beyond the field of observation into the field of speculation, a legitimate step if duly acknowledged, but not quite in keeping with the precepts of detached observation stipulated by Margaret Mead.

In comparing the capacity for work and play of both sexes, an important factor is seen to be the compromise between the rhythmic periodicities of both, a compromise that different cultures have achieved in different ways. Some evidence exists that monotonous, repetitive work is more bearable to women than men, and that spurts of ever renewed energy correspond better to the male pattern. This is said to be consistent with the endocrine basis of masculinity. Let us hope that Margaret Mead was not in earnest in adding that 'conceivably it might be physiologically induced in the female, but at the cost of masculinization in secondary sex characters.' Margaret Mead advances the suggestion that it is the quality of human fatherhood that distinguishes us from the animals. The protection and possessiveness of the male towards the female and her young is shared with the primates, but the nurturing behaviour of the male who provides food for his family, is distinctive to all human societies in one form or another. Women, on the other hand, can be said to be mothers, if not in fact at least in their wishes; only in societies where the state usurps the parental rôle, is the family weakened and degraded, significantly not among simple savages but among great nations and strong empires (p. 193) like ancient Peru and Nazi Germany.

One of the most enlightening chapters is the one on Potency and Receptivity, seen in many combinations and variations in different societies. The idea that woman is the passive recipient in love is very widespread, and often nothing but compliance is required of her; the rewards of this accepting attitude may be found in social security, material benefits and benefits of status; for the male, the original aim is direct satisfaction of desire, and it is society which adds the pattern of family relationships that elaborates his original impulse. In discussing reproductivity, Margaret

Mead makes important comments about the 'witch' figure in many cultures who is seen to be the woman who rejects her own maternal nature through hatred; in our Western society, sublimation of the maternal rôle can become successful if no rejection is involved. Teachers, social workers and nurses often deal successfully with this problem, but it needs to be seen as a problem if it is to be truly solved.

When, in the last section of the book, Margaret Mead applies the technique of anthropological analysis to her own society, the English reader receives a good many wholesome shocks. Is it that we do not recognize that what she says is true of our own culture, or is there a deep gulf between the two English-speaking worlds? In her book *The American Character*, Margaret Mead had already shown us many important facets of this difference. When it comes to child-rearing, the American parent sees his children as little potential bundles of high achievement who must be given the best chance, for 'life is a race that both boys and girls must run clear-eyed, sweet-breathed, well-bathed, with their multiplication tables in their heads . . .' In adolescence, popularity and conformity are the goals both of boys and girls, and elaborate ritual surrounds the custom of 'dating'. A deep fear of deviance, the result of a hurriedly assembled cultural pattern, keeps up the game in which mutual sexual attraction plays only a minor part, and social approval the major one. By contrast, married life is said to depend for its success on physical adjustment between the partners, and this is in fact more difficult for people who have had a period of 'dating' with permitted 'petting' practices before marriage. One of the great values Americans see in marriage is protection from loneliness. A gregarious people without any training in self-sufficient isolation, they frown upon day-dreaming and suspect anything a child does quietly by himself as 'mischief'. Silence is embarrassing, and being alone is felt as a punishment.

In her final chapter, *To Both Their Own*, Miss Mead sums up her argument historically: societies have always defined and redefined the more complex activities now as male, now as female; whenever they were limited to one sex, some richness was lost. The injury to the man entering a profession limited to women, lies in his loss of self-valuation as a man; similarly when an occupation is defined as masculine, the women who first enter it will be handicapped. It is of doubtful value to both sexes to enter into such a struggle for primacy, but by using the different gifts of each

sex, one may well find that there are fields in which each has a superiority: science may be a field in which men excel, and the field of human relations in which intuition is most valuable, might be one especially congenial to women. In allowing each their own, yet building together for the enrichment of life, men and women may be able to break the vicious circle that has in recent times turned every step of progress into a potential step to destruction.

Margot Hicklin

Aesthetics versus Education?

Museum reconstruction and education through art having for some time been current items on the cultural agenda, it seems of interest to gauge our position in the light of a well documented account of the trends of development in art museums in the United States. In his introduction to *The Educational Philosophy and Practice of Art Museums in the United States*, published by The Teachers College, Columbia University, Mr. T. L. Low writes: '(American) Museums, therefore, have reached a turning point in their development. They have accepted at last the fact that they exist, not for a limited few, but for the public as a whole. They have realized that in their collections is to be found, not a mere list of aesthetically important objects illustrative of art history, but a vast gathering of visual facts which document and interpret man's development.' How near to, or how far from, this goal do we stand in Europe?

In the nineteenth century the situation in American museums resembled in many ways that in Europe. In an atmosphere of prosperity men were cherishing the belief in the power of art to contribute to material progress. Museums of fine and applied art were founded as the nurseries of the artists and craftsmen of the future; the Great Exhibition of 1851 in London and its permanent outcome, the South Kensington Museum, inspired the creation of the Pennsylvania Museum of Art. In those early days of the American museum people had faith in the moralizing power of the art museum which would 'lift men out of themselves', even the 'least favoured and least cultivated persons'. Then there were the men of new wealth who considered collections of art and historical relics as a palpable evidence of their own grandeur. Practice in schools of art, however, soon shifted the emphasis from the copying of old masters to original work, and, except for a privileged minority, the public did not altogether respond to the silent appeal

of art and was slow in frequenting museums.

The people in charge of the American museums soon recognized that art needed a helping hand to communicate to neophytes its virtue and wisdom. Guide-lecturers were introduced. Their number and the variety of their work grew; in recent years the 'docent' tends to introduce and guide a discussion rather than to give a set lecture. These changes would appear to be indicative of a characteristic attitude of American museum workers: their capacity for self-criticism, wide-awake, constructive and vocal on the highest executive level of the profession. A number of social pioneers came from among museum workers. In an address in 1889, George Brown Goode, Assistant Secretary of the Smithsonian Institution in charge of the National Museum, said: 'The museum of the past must be set aside, reconstructed, transformed from a cemetery of bric-a-brac into a nursery of living thoughts.' In the same period F. Fenelosa claimed that the educational service of a museum is its 'highest *raison d'être*', superior to the tasks of acquisition, preservation and research.

The demand for educational museums which would serve as cultural foci of the community, reflecting its history, its spirit, and its vital needs, was re-stated early in this century, but it remained opposed by a group of people who continued to advocate the original ideal of the aesthetic museum, isolated from its background, which by the sheer force of its quality would grip human minds and sharpen human sensibilities. This view was centred in the high-brow atmosphere of Boston, while the main representatives of the educational, or sociological, approach were at home in New York and Newark. In the words of Mr. Low, the fight between the two camps was sometimes 'raging'. In 1904 Mr. B. Gilman wrote for the aestheticians: 'By no liberality in the definition of the word education can we reduce the two purposes, the artistic and the didactic, to one. They are mutually exclusive in scope, as they are distinct in value.'

In his book Mr. Low describes how the pressure of public opinion and the guidance of a few leaders gradually added weight to the philosophy of the educationists. Increasingly they took up the offensive: they launched attacks against the inactivity of museums the introversion of museum personnel, the costliness of museum architecture. For some time the chief spokesmen were John Cotton Dana of Newark, Paul Marshall Rea and Philip N. Youtz of the Brooklyn Museum. In a study undertaken in 1930 for the Carnegie Corporation, Rea wrote:

INTERNATIONAL TRAINING INSTITUTE ECOLE NORMALE INTERNATIONALE

International Office: 225 High Street, Hampton Hill, Middlesex.

Director: C. GATTEGNO, L. ès Sc., Dr. Phil., M.A.

International Centres 1950

1. *Centres for the training of International Educators.*

Volkshogeschool 'Overcinge', Havelte, Netherlands. 24th July-6th August.
Val Flory, Marly le Roi, Seine et Oise, France. 2nd-16th August.

Volksbildungsheim, Herzberg, Switzerland. 22nd August-5th September.

The programme of study concerns:
1, Organization of an international centre. 2, Discipline, moral education. 3, Physical health, activities, tempo. 4, Intellectual growth: S.V.P., neighbourhood study. 5, Spiritual growth. 6, Other techniques.

2. *Centres for Bank and Post Office Employees.*

Banks: Val Flory, Marly le Roi, Seine et Oise, France. 15th-26th June.

P.O.: Maison Nationale de la Jeunesse, Genval, Belgium. 16th-30th June.

The programme will be: Communal living and study of problems related to their work and interests plus excursions.

3. *Centres for Adolescents.*

France: Versailles. 22nd July-8th August. Ajaccio (Corsica). 20th July-10th August. Nice. 20th July-11th August. Loches (Touraine). 24th July-8th August. Digne (Basses Alpes). 23rd July-8th August.

England: Debden House, Loughton, Essex. 1st-20th August.

Belgium: Maison Nationale de la Jeunesse, Genval. 23rd July-12th August.

Denmark: Nøddebo, Kostskole. 20th July-10th August. Elsinore. 31st July-19th August.

4. *Centres for Students.*

Teachers in Training: Ecole Normale d'Auteuil, Paris. 22nd July-10th August.

Electrical Engineers: Volksbildungsheim, Herzberg, Switzerland. 7th-27th September.

5. *Centre for Youth Leaders.*

Schloss Heroldsegg am Millstättersee, Austria. 20th August-9th September.

As in all these centres the numbers are between 40 and 60 and from 4-8 countries are represented, the number of British participants in each case is considerably restricted. Early application for details should therefore be made to the above address.

... museums have developed in a strangely casual way. They have neglected amazingly to define their objective, to measure their results, and to analyze their experience.' Youtz stated in 1933: 'First, our essays at education are unacquainted with the experiments of the progressive schools here and abroad. We have no well-thought-out theory of education, no grasp of the relations between museum and school education.' A short time before, the same author, in an article *The Social Science Approach to Art in Adult Education*, defined in positive terms what a museum ought to do. 'We cannot study art without studying society which produces art and in turn is produced by it. Art is meaningless without its social setting. Any science of art must be a social science.'

Mr. Low, in the preparation of his recent book on the Philosophy of Art Museums, was not satisfied with a summary of museum history, but added to his evidence of contemporary trends by circulating a questionnaire among directors and curators of American museums. The questions concerned the main functions of museums, the training of curators in education, the rôle of art in museums as a record of man or a self-contained aesthetic phenomenon, the need for sociological and psychological research in museums. In the light of the obtained answers the author concluded that both aspects for which social pioneers had been fighting for decades were now more generally accepted: the primarily educational function of the museum and the purpose of the art museum to serve cultural rather than art history. These two aspects were not necessarily always combined by those who affirmed them, and there were numerous museum directors who were inconsistent in their attitude to the problems confronting them.

The chapters in Mr. Low's book on 'Current Practice' and 'Recommendations for Future Fulfilment of Educational Aims' contain information of vital importance to all educationists. Both museum workers and teachers should take notice what he has to tell us of the changing exhibitions at the Junior Metropolitan Museum, about special work for gifted children at the Museum at Providence; about the integration of exhibition, lecture, music and dance at the Brooklyn Museum; about the circulation to schools of sets of illustrations prior to the children's visit to museums; about Dr. Gesell's Child Study films shown at the museum at Worcester to parents while their children attend classes; about the joint programme of museums and High Schools in New York; the handbooks prepared at the Brooklyn Museum; the Picture Sets for children edited by

the Metropolitan Museum. ('The East and its Treasures', 'The American Revolution', etc., etc.) Of no lesser interest is his warning of the 'deceptive aura' of bustling activity and variety of exhibition, as ends in themselves; of the fallacious statistics of temporary exhibitions given publicity in newspapers, without any definite evidence of their suitability for each community on their itinerary and of their positive, or negative, educational results. The present writer had some opportunity of studying the reactions of heterogeneous groups of visitors to temporary exhibitions, and of their negative results, such as the misinterpretation of what had been too casually viewed, the false conclusions derived from impressions dissociated entirely from the background of the beholder, a defeatist lack of self-confidence in appreciating art and culture, engendered by exhibitions which addressed people in an alien tongue—in the tongue of experts—or of a collection based either on a specific locality or, perhaps, on the vagueness of purpose inherent in the nature of the selecting committee.

Mr. Low's recommendation that there should be no Departments of Education in museums but self-contained Educational Museums opens up a wide field for argument. There is much to be said in favour and against it.

Alma S. Wittlin

Education in Arab Countries of the Near East. Roderic D. Matthews and Matta Akrawi. (American Council on Education, Washington. \$6.00).

The American Council on Education appointed in 1945 a commission of three experts, Dr. R. D. Matthews, Dr. M. Akrawi and Mr. Emam Abdel Meguid of Egypt, to study the educational systems of the six countries of the Near East: Egypt, Iraq, Lebanon, Syria, Transjordan and Palestine, and to write a report. The reference to Palestine included both the Arab and Hebrew systems. The three members travelled thousands of miles during 1945 and 1946, visited 471 schools and institutions, met and discussed educational problems with the leading administrators, teachers and students in all six countries. The result is this authoritative and comprehensive survey of the background, origin and recent reforms of the educational systems of the Arab world.

The plan of the survey is divided into the following parts in each country: (1) Organization and administration of the educational system; (2) Primary

education; (3) Secondary and vocational education; (4) Higher education; (5) Teachers' training. For each country a chapter is added on special features, for instance; on Moslem education in Egypt, on Hebrew education in Palestine, and on French and American schools in Lebanon. The whole report is written in an objective manner giving a full description of local conflicts of opinion and criticism expressed by men on the spot, but refraining from expressing any approval or disapproval.

The wealth of statistical, legislative and background material is unrivalled in any previous publication and it will serve as an adequate source book for all students of comparative education for years to come. Especially enlightening is the last part, *Interpretation*, written by Dr. Matta Akrawi. He is one of the leading Arab educationists and at present is employed by UNESCO at Paris in a responsible post. Educated in America and intimately conversant with European education, he is specially qualified to interpret the clash of national Arab traditions with the imported European theory and practice. The Arab countries present a unique example where East and West continuously met for a thousand years and where the attempt at a synthesis has a best chance of success.

It is impossible in a short review to cover the contents of a book of 300,000 words, but it can be recommended to all who are interested in the problems of intercultural relations in general or in the Arab countries in particular.

N. Hans

Mariannes Londoner Jahr (Marianne's London Year), by Elsa M. Hinzelmann. (Orell Fuessli, Zurich, Fr. 8.50).

This is to a certain degree England seen through Swiss eyes. A girl from Lucerne spends a year in London in order to perfect her English. Many things strike her; early tea, porridge, waste of food, the men helping their wives... For a few weeks she lives in the big house of an old aristocratic couple, good-hearted, but 'so quiet' (the only man who smiles is the chauffeur). The rest of the London year is spent with a modest middle-class family and the Swiss girl shares their difficult life. A Swiss woman, married to an Englishman, gives her this advice: 'One does not talk about oneself; one does not ask questions; one never complains.'

The book is written in simple, unassuming German, suitable for German classes.

W. Viola

THE NEW ERA

IN HOME AND SCHOOL

READING IN THE INFANTS' SCHOOL

M. Brearley, Lecturer in Education, the University of Birmingham.

I WENT to visit someone in hospital the other day and asked her if she would like me to send in some books. 'Books', she said, 'now that's a thing I *never* read.' According to the statistics supplied by several surveys, about half the population over sixteen years of age shares her taste. The Hulton Readership Survey of 1948 showed that out of every ten people over sixteen two read newspapers only, two read newspapers and magazines, two read books only, three read all kinds of literature and one reads nothing. More disquieting still is the quality of what is read: *Eighty Thousand Adolescents*, the survey recently made by Westhill Training College, gives a picture of 'sheer intellectual poverty' when it lists the reading matter of these young people. Further evidence from public libraries shows the lack of taste and power even in the minority who belong to a library. What is this to do with the Infants' School? We must face the fact that our policy in the past has not had the desired effect, look for the causes and ask ourselves if any of these are to be found in children's very earliest experiences in reading.

It is possible that this poor state of affairs has arisen because in the past we have not paid sufficient attention to one very important principle of teaching—that each thing a child learns is valuable to the extent that it becomes part of his life and that other things which do not really sink in to him are discarded as soon as possible. (The evils of 'swotting' for examinations arise largely from a failure to face this fact.) Unless reading is learnt in such a way that it is really experienced, it does not become an effective part of the individual's equipment when he is an adult. That is, surely, what we are aiming at and we must have the ultimate aim in view even at the beginning or we may very easily go in the wrong direction. It is particularly important in the Infants' school that reading should grow out of

and contribute to children's other activities. One of the most dangerous misconceptions about modern methods lies in a false dichotomy which separates 'Activities' and 'The three R's.' The question asked recently, 'Can the three R's survive in an activity programme?' reflects this unhelpful view. The three R's *are* activity—they are the codified results of the activities of man over centuries and activities are their natural 'breeding ground'. Reading should not be taught at first as an isolated subject, for although it is connected with natural needs like wanting to be grown up and the satisfaction of curiosity, it is, in itself, a highly complex civilized activity which a child must be given time to recognize as a need in a civilized community.

The difficulty and complexity of the process make the final aim all the more important. What avails us if after all our labour, all the teacher-pupil hours and all the volume of research, our children grow up to read little but rubbish? One is tempted to say they were better employed sewing their seam or learning the art of penmanship.

If reading is to be experienced in a way which is likely to lead to more satisfactory reading habits later, certain conditions must be observed. First, we must see that the child is ready for the experience. Another principle of teaching that we have too often neglected is that we can, in fact, experience only what we are ready for. When is a child ready to begin? It has been established by much research (see book list) that a mental age of six to six-and-a-half years is required before real learning to read can begin. Here it is important to stress the *mental* age, since in an average reception class there may easily be a mental age range of three to seven years and it is as foolish to teach the one child as it is to refuse to teach the other. The following chart of the actual ages at which children of different

I.Q.s reach a mental age of six-and-a-half may be helpful in this connection. It provides an answer to those who say, 'Every child should be reading fluently before he leaves the Infants' school.' It is clear that every child should not. If a child with a low I.Q. is reading fluently at the age of seven he is very unlikely to know what he is reading about or to go on reading after he has left school.

I.Q.	C. A. when mental age of 6½		Mental age on transfer to Sec. School		Mental age at time of leaving (15)	
60 ...	10 yrs.	10 mths.	6 yrs.	7 mths.	9 yrs.	0 mths.
65 ...	10	0	7	2	9	9
70 ...	9	4	7	8	10	6
75 ...	8	5	8	3	11	3
80 ...	8	1	8	10	12	0
85 ...	7	7	9	4	12	9
90 ...	7	2	9	11	13	6
95 ...	6	10	10	5	14	3
100 ...	6	6	11	0	15	0
105 ...	6	2	11	6	15	9
110 ...	5	11	12	1	16	6
115 ...	5	7	12	8	17	3
120 ...	5	5	13	3	18	0
125 ...	5	2	13	9	18	9
130 ...	5	0	14	4	19	6

The implications of this repay study. The odd thing is that the very person who will say that he cannot possibly leave a normal child until he is seven (and a child with an I.Q. of 85 often seems 'normal' enough) before he teaches him to read will make no objections to *teaching* him to read for two or three years without his, in fact, learning to read. It may be a platitude to say that teaching is not an aim in itself—that its aim is to promote learning—but it is still possible to find people who feel that if they have 'taught' they have done their duty and cannot be blamed if the child has not learnt. It is still possible, too, to find people in Junior Schools who assume that if a child cannot read when he leaves the Infants' School it is because he has not been taught sufficiently.

It is important to realize that mere delay will not do much for us—though it will do something. We must have a carefully thought out 'reading readiness' programme. The task of creating readiness is partly in the teacher's hands. A child might have the requisite mental maturity for reading but be so short of relevant experience that he is still unready. We must ask ourselves what abilities and experience he needs for the job if we are to direct his pre-reading activities usefully. Firstly, he must be adjusted to the school situation. A child who is unsure of his

surroundings cannot learn new things easily; he needs to cling to what he already knows, appreciates and enjoys. The 'home-like' atmosphere of a reception class is not a coating of the pill, it is a necessary pre-requisite of learning. Secondly, he needs to be able to speak fluently. This depends on the provision of experience which will give him thoughts to express, and on practice in word-sounds in rhymes and songs, and on the refining of sensitivity to sound in early musical training. Thirdly, his ability to look and to listen can be developed by stories, discussions, pictures, and even by Saturday morning cinemas. This ability is not merely mechanical as it is largely dependent on the building up of interests which carry their own attention. It is closely connected with the ability to listen to, remember and carry out suggestions and directions, which can more appropriately be developed in the routine of the classroom than by directed hand-work. If the children help to set the pattern of this routine they will co-operate the more willingly in maintaining it. This power to co-operate is fundamental to the acquiring of skills and means far more than unthinking obedience. Fourthly, he must be provided with opportunities for developing various kinds of thinking—the ability, for instance, to follow a series of ideas in a story, to keep to the point in discussing how to set up a shop, to interpret a series of pictures in a comic paper and to make judgments involving size and shape in constructive play. Such experiences are early steps in the complex process of interpreting symbols and extracting meaning from a book. Fifthly, he must have an interest in learning to read. What adult would undertake a task comparable to learning to read unless he saw some advantage in it? Those of us who love books and come from homes where books were plentiful can too easily assume that this advantage is obvious. Children who have not been read to at home, and who have never shared a book with an adult, are often without any wish to read, as well as being without such elementary techniques as turning pages one at a time and moving from left to right and from top to bottom of the page. The provision of a good book corner is one of the most important items in a reading readiness programme, and encouragement should be given to the more advanced children in their natural desire to read to others, particularly if this can be done individually. This greatly

benefits the child who has not had the experience of being read to, and at the same time helps the more gifted child to a realization of the responsibility of greater ability. 'I can read well enough to read to other people,' involves a very different attitude from 'I am the best reader in the class.' Lastly, the child must have 'learnt to concentrate'. This has been, perhaps, one of the least understood aspects of teaching. It is, above all, an ability which must be developed from within and which cannot be taught. It grows from satisfying experience of the results of concentration. A child who has persisted at some activity until he has achieved his end has learnt something of concentration. A teacher may foster this persistence in many ways, but she cannot teach it by standing over him and keeping him 'at it'. It is no softening of life to base work on children's interests; it is a matter of tapping the real springs of effort, and achieving a much higher level of persistence and concentration than can be achieved by any other means.

Children who have these abilities and have had this experience should be ready for reading. In any class there may be one or two children about

whom we need further evidence. There are simple tests that can aid our observations (see book list). They sometimes confirm our conclusions and sometimes make us look again. Helpful indications can be gained from children's drawings: a child who is still drawing 'a man' with his arms extending from his head, with three fingers to a hand and incomplete features is unlikely to be ready for the recognition of words, while, if a child whose drawing is more accurate in proportion, furnished with the more usual number of fingers and features, and embellished with details of clothing is failing to read, it is probably for other than intellectual reasons.

At this point, the importance of explaining something of this to parents must not be forgotten. Ability in reading is often, to parents, the only way of measuring progress in school and, unless we can demonstrate that the children are in fact 'learning to read' in this preparatory period, the children themselves will be subjected to strains and even feelings of guilt which will hinder their progress.

There are two further facts to bear in mind

New publications by Prof. Fred J. Schonell

DIAGNOSTIC
AND
ATTAINMENT
TESTING

F. J. and F. E. SCHONELL

This book combines two functions :

1. It supplies a Teachers' guide to testing in practice, with consideration of the nature, use, interpretation and recording of tests.
2. It makes available a handy ready use pack of all the Schonell diagnostic and attainment tests, with norms, and comments for Teachers, Educational Psychologists, and Administrators.

Cr. 4to. 18s. 6d. net.

HAPPY
VENTURE
CARD MATERIAL

Professor Schonell, with Miss G. Fleming (Headmistress, Moray House Demonstration School, Edinburgh), has worked out the basic material for pre-reading practice, and comprehension purposes to match the five books. This material has been produced in a form to give the maximum of opportunity to the pupil and the minimum of handling trouble and preparation to the teacher. Sets are available for each book, packed separately. The material is printed on strong white cardboard with the illustrations in attractive colour.

We shall be glad to send a special sample set containing representative cards from each of the five books, along with full information and suggestions for use. Please write to :

READING IN
JUNIOR CLASSES

by FRED J. SCHONELL

We have been granted permission by Educational Review (Journal of the Institute of Education, University of Birmingham) to publish this article from Vol. 2, No. 2. In the knowledge that it is of considerable importance to all teachers of reading, we have ordered a large number of the reprint, which may be obtained free by making application now to :

OLIVER & BOYD
Tweeddale Court, Edinburgh, 1

Introductory Set	3s. 0d. incl. P.T.
Set One	.. 2s. 6d. " "
Set Two	.. 1s. 9d.
Set Three	.. 1s. 6d.
Set Four	.. 1s. 6d.

published by Oliver and Boyd, Tweeddale Court, Edinburgh

before we begin the more specific teaching: that different I.Q. groups will progress at different rates—the child who is slow to develop reading readiness will usually be slow in the next stages—and that the vocabulary burden, i.e. the proportion of new to old words will need careful attention. Many Readers have as many as one new word in ten, while the dull child often cannot deal with more than one in thirty and even the bright child achieves sounder results with one in fifteen or twenty. The need for a controlled vocabulary is great. It would be helpful if those who constructed reading schemes would indicate the vocabulary burden so that teachers would have some idea of how much supplementary material they need to provide for different sections of their classes.

From the beginning of the actual teaching of reading it is important that the technique and the content shall be seen as one. We cannot do, as the teachers of elocution used to do, 'teach the words and put in the expression afterwards', without setting up many bad habits. The 'News' period provides an ideal setting for the beginning. If we rapidly record items of interest, often beginning with the never-failing attraction of a name: 'Eileen's cat had four kittens this morning', 'Tom went to the welfare yesterday', 'Mary is six to-day', we 'read for content' from the beginning. In this way we can build up a vocabulary of sight words and phrases which will contain the words most used by the children, the words occurring most frequently in newsprint (in their comic papers for instance)¹ and the specific words used in the first book to be introduced. The *system* lies in the careful recording by the teacher of words learnt, the provision for adequate practice of these and the recognition that if children are exposed to this experience they will assimilate it as they are ready for it. As they become ready they will carry on the process by entering a record of their activities in their diaries. Here, phrases such as 'I made a . . .', 'We built a . . .', and words like 'day', 'plasticine', 'wood', 'books', 'ship', 'aeroplane', and so on will be practised. Class and individual word books can be built up, at first with pictures, to be consulted instead of the busy teacher.

Labelling of handwork materials and nature specimens, writing of letters and stories, 'duty' lists—'Denis is librarian this week', 'Audrey and Eva look after the flowers this week'—will all contribute to the building up of this very important initial vocabulary. It is wise to avoid the use of phonics in the beginning stages for many reasons. One, the phonetic approach does not allow for the psychological fact that habits that are to function together should be exercised together if much waste of effort is to be avoided. The child who connects 'c' with cat, 'a' with apple and 'n' with nest has a complicated process to go through before he reaches 'can'. Small wonder if by then he has forgotten what can do what! Two, analysis is not a child's first way of behaving. We have only to observe his early efforts at walking, talking, eating and drawing for our authority. Three, English is not a phonetic language—not even as phonetic as many people believe. A simple analysis of the sounds represented by 'o' will demonstrate this:

'o' is sounded as in top				32%	of the times it is used		
'o'	"	"	gallop	17%	"	"	"
'o'	"	"	home	17%	"	"	"
'o'	"	"	come	14%	"	"	"
'o'	"	"	to	12%	"	"	"
'o'	"	"	sort	4%	"	"	"
'o'	"	"	work	3%	"	"	"
'o'	"	"	do	1%	"	"	"

We *can* make some of these sound alike, but at another time, when trying, for instance, to improve speech or tone, we demonstrate that they are different! If English, then, is not a phonetic language we can avoid difficulties in the phonic approach by two means only: by keeping to an artificial vocabulary in which pigs dance jigs in wigs, or by the introduction of some 'look and say' words. This latter must be very mysterious to the children. How are they to know which words will, and which words will not, yield to such phonic analysis of which they are capable in the early stages? A further complication arises if they ever get the idea that correct spelling can be achieved by phonic analysis. Four, the phonic approach can hinder the setting up of regular eye movements; observation of a good reader reveals a series of rhythmic eye movements, each followed by a pause in which the actual perception takes place. Analysis can lead to the habit of a jerky zig-zag movement which is very hard to break.

After the initial vocabulary has been built up.

¹ Basic vocabulary of 50 words most frequently used in newsprint: in and that the to with be of at not on but from have he his these they out when this by so was what you is up who are mine an no or some them which were if their may make him now then about had like little our.

by the informal, but not haphazard, means suggested, the reading of the first book (the reading scheme adopted need not be the same for every child—the same basic vocabulary will prepare for many schemes) should be a matter for pleasure and success. It should be accompanied by many opportunities for reading books of the same level of difficulty in free choice periods and for writing and other activities in connection with it. It is valuable to notice how children do, in fact, recognize words. Variety of structure in the total pattern of words seems to aid quick recognition. 'Aeroplane' and 'car' are more easily distinguished than 'car' and 'cat'. The value of the meaning of the word to the child is also an important factor. The tin marked 'Sweets' may be identical in shape and size with the one marked 'Rice', but they will not long be confused. If the reading material is really based on children's interests, they will look for means of identifying the words. The kinaesthetic experience, too, is part of the training in recognition. Reading, writing and speaking are parts of the same process and develop naturally together. It is true that too much oral reading may hinder silent reading, but in the early stages the words are linked with sounds and the direct connection between the visual symbol and the meaning is not immediately established.

After a number of these early Readers have been achieved (in a sense it is 'remembering' rather than reading) there comes a time for many—perhaps most—children when some phonics should be taught. A number of children by-pass this stage either by discovering the phonic units for themselves or by some even quicker process which seems to be an almost simultaneous analysis and synthesis. Even now a regular teaching of all the phonic sounds is wasteful; what is required is a technique of attacking new words so as to detect familiar visual-phonetic elements in them using the context clues at the same time. An example may clarify this. If we write the sentence: 'Tom Brown went on his holidays by car/train/bus, read as far as 'by' and ask a group of children which word is 'bus', 'train' or 'car', we can aid intelligent guessing by asking which words begin with the same sound as Tom, or Brown, which word sounds the longest, which has 's' at the end, and so on. In other words, we try to build up a technique of observing words and developing the skill of using

the familiar phonetic elements in them when we need to, but not at other times. Here it is most important that the teacher should record which of these patterns she has pointed out so that she may consolidate this. It can be jotted at the back of the children's own books when they are heard individually, to be referred to next time. Even this incidental training can be overdone because the phonic approach can so easily bring discouragement. A child can apply the rule as he knows it quite correctly and yet not get the right answer. We then have to tell him another rule and it is impossible that he should learn or be able to apply all the rules.

For the average and bright children the acquiring of further techniques will be at least begun before they leave the Infants' School. Fluent reading even at this stage demands the ability to read easy material in three different ways: to get the main idea, to get all the details and to find the answer to a question. This can be done by means of carefully planned question cards and lists of things to find out from books or pictures, to be used *sometimes* in connection with their reading. It would be a mistake to labour



Oxford Books FOR CHILDREN AND YOUNG PEOPLE

The Queen Elizabeth Story

ROSEMARY SUTCLIFF

"It is in every way a sheer delight and should be a book of the year."

Children's Librarian, Reading Public Library

Illustrated by C. Walter Hodges 8s. 6d. net

Sandy the Red Deer

F. FRASER DARLING

"This is 'natural history', without fantasy, told by a naturalist who has the gift of a free, limber prose. It is full of strange facts that stir the heart queerly . . ."

Mary Crosbie in John o'London's Weekly

Illustrated by Kiddell-Monroe

6s. net

The Musical Detectives

R. J. MCGREGOR and IRENE GASS

A musical adventure in which kind old Dr. Groot enrolls two children as his assistants in a thrilling and enlightening search for the origins of music.

7s. 6d. net

OXFORD UNIVERSITY PRESS

such training to the point of spoiling the enjoyment of the book, but the sensitive teacher would not urge such activities on either the children who did not need them or those who were not ready for them. Such training is effective only if the abilities of the children are mature enough to receive the experience.

One further point must be mentioned in connection with motives for reading. Whatever views we hold about comic papers we know that children want to read them. It seems unwise on our part to neglect this source of energy. Every teacher can benefit by a careful study of comic papers to discover what are the elements in them that make them so universally attractive to children and to think for herself of ways of using them. The fact that children will read this material would be no good reason for neglecting books, but, to me at least, it seems a reason against disapproval or indifference. We need, too, to ask ourselves the further question, 'Has the divorce between the material read at home and in school which has tended to persist right through school years anything to do with the unhappy state of adult reading taste mentioned earlier?'

To sum up. If we think of reading as something more than a measure of progress in school,

something which has an important contribution to make to the development of the individual both now and in the future, our chief concern in the Infants' School must be with attitudes and feelings. If reading is associated with interest and confidence and success, we need not fear for the techniques. Children are skill-hungry and it is a very poor teacher who cannot give a technique to a child who wants it, and even the best cannot give it to one who does not.

SOME SUGGESTIONS FOR READING

- The Psychology and Teaching of Reading.* F. J. Schonell. (Oliver and Boyd.)
Backwardness in the Basic Subjects. F. J. Schonell. (Oliver and Boyd.)
How to Increase Reading Ability. Harris. (Longmans, Green & Co.)
Remedial Reading. Monro-Bachus. (Harrap.)
Interest and Ability in Reading. A. I. Gates. (Macmillan.)
The Improvement of Reading. A. I. Gates. (Macmillan.)
The Appraisal of Current Practices in Reading. W. S. Gray. (Univ. of Chicago Press.)
Testing Young Children. C. W. Valentine. (Methuen.)
The Child from Five to Ten. A. Gesell and P. Ilg. (Hamish Hamilton.)
Kelvin Measurement of Ability, Infants Scale. C. M. Fleming. (Gibson & Co.)
Testing Results in the Infants School. D. E. M. Gardner. (Methuen.)
 'The Teaching of Backward Readers'. C. Burt and B. Lewis. (*Brit. Journal of Educational Psychology*, Nov., 1946.)

WHEN THINGS GO WRONG IN EARLY CHILDHOOD

H. A. T. Child, Educational Psychologist to the London County Council¹

WE know that there is now a vast body of evidence emphasizing the vital importance of the earliest years of life in shaping the character of a man or woman. We know too what damage can be done in early life, and how difficult it is to repair that damage later, especially if no repairs are attempted soon after the damage is done. Your training and my training lead us to give pride of place to the family as the source of sound or faulty development in children. But we are also teachers, and as teachers we feel it is our duty to build on the foundations already laid by the home, or to repair, if we can, the damage caused in the home.

In other words, *family and school come together in our considerations*. Fundamental to our discussion must be the relationship of the school

community to the family communities from which it derives its being. Now there has been a steadily increasing tendency in recent years for the school to take over functions which formerly belonged to the family. Feeding and medical attention are cases in point, but I think there are other more subtle ways in which the process can be discerned. It seems to me, for instance, that parents often tend to leave to the school the responsibility for overt behaviour in such things as manners.

Whether this tendency will go further, and whether it should go further, are matters for speculation outside our province, but we need to remember, I think, that however far this tendency may go—however far school may take over what were formerly family functions, it can never be a family in any real sense of the word. In spite of the head teachers who claim that their schools

¹ In this paper Mr. Child is expressing his own views, which are not necessarily those of the L.C.C.—ED.

are 'just one big happy family' I would state that it is only in the poetic sense that they may be right: in the literal sense the school cannot be a family—if only for the physical reasons of size and numbers.

This is important because, when remedial work has to be done on children whose development is faulty for family reasons, we can see that what we do in school must of necessity be rather superficial. When family relationships have broken down, we must not expect school relationships to be an altogether perfect substitute. They can be some help, but they cannot be everything. Complete restitution can only be made by reconstituting the faulty family relationships, that is by re-education of the parents. The question is, is the re-education of parents the proper function of a school as well as the education of their children?

There is another reason why schools can never be a complete substitute for the family. They have by their nature an *entirely different function*, for they are the first step towards emancipation from the normally protective and isolationist atmosphere of the home. The job of school is to present the world to children in forms which are both safe and stimulating, so that eventually they can cope with the world and find joy in coping with it. The job of a school is to open doors and windows on every side, and because of this all-important function it must present a stimulus and a challenge to every child. Some degree of adjustment must therefore be demanded from all who come to school. And of course we are beginning to understand now that this adjustment must be not only in terms of the child's growing intellect; social and emotional stimulation must also be presented to him. He has to learn to make new allegiances, and new friends; to build up new loyalties, and to deal with new kinds of difficulties. In fact you may well agree with me that the presentation of social and emotional problems for a child to solve may be an even more important educative function of the school of the future than its function of presenting problems in the three R's for the child to master.

But some children do come to school already warped and stunted in their emotional life and the question arises as to how much a school can do to restore the balance, and as to how much it should be expected to do. I have already said that in my view complete restoration cannot be

achieved by the school alone; the education of the family itself must be attempted at the same time if we are to aim at a complete return to a normal full life. We must, if we are to avoid frustration and despondency, be on our guard against believing that we can do everything ourselves. And yet, when I go round London and visit schools and listen to what is going on in many of the special classes of various kinds here and there, and hear accounts of the change which has been effected in some children by the right school treatment in the hands of really skilled and devoted teachers, I am led to feel that we need not be too pessimistic about our efforts. I have certainly become steadily more optimistic in the two years in which I have been working among the London schools.

Nevertheless, as conditions are at present we certainly have plenty of children whose proper emotional development is held up or deviating from the right path, and there are great difficulties in the way of helping such children adequately. Really adequate machinery for dealing with the problem, both inside and outside school, will take time to develop and it must wait in the queue for financial assistance with all our other educational needs. Most of what we do at present must be regarded as something of an emergency service. Perhaps that may be a good thing, for we may learn by the mistakes we make in our temporary and emergency efforts, and we may thus avoid the erection of an elaborate but intractable machine which later may be seen to be not really well designed for the job.

Before getting involved in detailed discussion of ways and means, let me once more try to bring out some essential guiding principles. The first is this: While there is always a sprinkling of children anywhere who are serious cases of emotional maladjustment (either because of inherited instability or because of an unfortunate early family history, or because of both) there are also, mixed with these, an even larger number of children who are so to speak 'temporary' misfits; their instability does not go so deep; it is due to less permanent and far-reaching environmental troubles and in all probability is not much influenced by hereditary conditions. In other words the child is 'difficult' rather than 'maladjusted'. The kind of child I am thinking of may be illustrated by cases with which any Infants' Teacher is familiar like those who on

first coming to school just cannot 'take it' for a while: they run out home to mother as soon as the teacher's eye is off them, and while in school they cannot participate at all, but just sit and do nothing, or cry when approached. They are usually children who have been fussed over at home and who very likely have not been allowed to play with the neighbours' children. But, as we all know, with patience and kindness on the part of staff and children, and perhaps also with the help of a little advice to the mother, such cases can very often be 'converted' in the space of a few weeks to happy participators in school life. I am assuming, of course, that the admission class is one worthy of the name!

Now between these cases of mild family mis-handling and the serious cases of maladjustment it seems to me there is an infinitely numerous series of steps. Causes of instability and faulty development are so numerous, hereditary background so variable, that it is no more easy to draw the line between maladjustment and ordinary 'difficulty' than it is to draw a line between educational subnormality and educational normality. In fact it is harder in the first case, because

we have no nicely graded tests of 'emotional ability' as we have for 'intellectual ability' to give us some sort of guide. And the result, I believe, of the difficulty of knowing where to draw the line is largely this: that what determines the number of children who are singled out for special attention is largely a function of the size of classes, the personal outlook of the teacher concerned, and the facilities for treatment available.

Let me give you an example of what I mean. Imagine a primary school class of 42 children which contains, we will say, two pupils who are in a serious state of emotional disturbance, three others who are mildly maladjusted and four or five others who are 'difficult' in the sense that ill-health, rough homes or other reasons prevent them from being 'easy' members of the group. Imagine them also to be in the charge of a teacher who is kindly, reasonably good at her job, and perhaps a little tired and harrassed after the war years—one of the school of thought which gives scholastic progress in the narrower sense pride of place over any other kind of progress her children may make. What will she do with them? Her main interest will obviously be to

keep the class in a *sufficient state of order*, by kindness if possible, but if necessary by firmness, so that she can get on with the job of 'teaching' them. The really difficult ones will either be reduced by the process of firm repression to a state of suspended animation (probably with occasional outbreaks) during the whole of school hours, followed by wild reaction outside whenever the control is relaxed, or they will persist in battling until a stage of desperation is reached which eventually may lead to exclusion, or referral to the Medical Officer. The teacher will not be happy about such measures, since she believes this will probably lead to a recommendation for Child Guidance and this, apart from the fact that it may well involve a four to six months wait, will not in her opinion give her or the child much help, because the parents will not keep up the

PITMAN

Books for Schools

★
**Creative Play in the
Infants' School**
By Dorothy Simpson, M.B.E. and
Dorothy M. Alderson. A most in-
teresting new book in which these two
experienced teachers have recorded the
observations of their studies and experi-
ments with Creative Play. The authors
have tried to discover the fundamental
needs of young children and to find
the best ways of satisfying these needs.
From these findings they have based the
ideas put forward in this book. Price 6s.
"This is a delightful book of absorbing
interest, packed with information and
sound common sense."—London Teacher.

Tales of a Little Pig

By Ivy H. Hewett. An illustrated and clearly-
printed reader for children of seven-eight years
of age. The latest addition to Pitman's "Supple-
mentary Reader Series". Price 10d.

What Do You Say?

By Marion Adams and H. F. P. Harris. A
book for both teacher and pupil, it shows how
to speak; how tension can be overcome; and
what exercises can be carried out to enable use
of our own words in conversation. Price 2s. 6d. net.

Number Rhymes and Finger Plays

By E. R. Boyce and K. Bartlett. Price 5s. net.
"... a particularly good selection of rhymes
for the amusement and delight of babies and
children up to the age of seven or eight."—New
Era.

PITMAN

PARKER STREET · KINGSWAY
LONDON, W.C.2

long weekly journey to the clinic. And in any case she may feel that the clinic will not give her much real assistance about what to do.

Now suppose that the fairy god-mother of education suddenly decided to do something about it all, and that either the Minister of Education or a local authority found on turning over their ledgers one morning that they had several hundred million more pounds than they thought they had, and immediately decided to put the money to use by halving the size of classes (assuming that thousands more teachers and thousands more classrooms could be found for them) and by starting up new clinics all over the place. What would be the result? Well, in the first place our teacher would find that she had twice the time to devote to each individual child. As a result there would no doubt be a considerable lightening up of the classroom re-

gime, with more individual attention to the difficult ones, probably resulting in improvement in their behaviour. The seriously maladjusted ones would in all likelihood remain as difficult as ever, but the teacher would have more freedom to study their idiosyncrasies, and, knowing that there was a clinic just round the corner, and being in close touch with the clinic staff, she would be the more inclined to refer the very difficult children to them, and also to ask for advice about those less difficult.

My fairy story illustrates three points which I want to bring forward. The first is that any improvement in the material conditions in schools, or in child guidance facilities, may lead to a reduction in the proportion of 'difficult' children whose troubles are more responsive to what happens in school, and may indeed be partly due to school conditions. Secondly, it will also probably lead to an increase in the number of more serious cases referred for outside help, and this would go on for some years. Thirdly, so long as the facilities for outside help are inadequate, so long will there be a tendency to refer those types of maladjustment whose symptoms have a high

nuisance value. As things are, the aggressively difficult child has far more chance of getting help than the timid, shrinking one, who may be 'odd', but who is not a nuisance in school.

But since we have no fairy godmothers what can we hope to do under present circumstances?

Let us consider first the question of *spotting* children whose emotional development is not going along as it should. I would not presume to lay down rules for such a delicate and difficult task. Apart from a few cases whose manifestations are so bizarre that it is obvious that action has to be taken without delay, a teacher always has to exercise her own subjective judgment on the degree of severity of any case. Further, what we see in school is never mental disease itself, but only its symptoms as they appear in behaviour. The great danger, of course, is that, having observed the symptom and having mistaken it for the disease, we proceed to treat the symptom as though it were the disease, and when the symptom has disappeared, we congratulate ourselves that we have done a good job. Herein lies one of the dangers of a heavily repressive discipline in that it can bottle up some symptoms, particularly



A supplementary List will shortly be sent to all on our Mailing List. New lines are being added to our already unique range.

HERE'S AN ALL-PURPOSE SWING FOR THE UNDER-FIVES

A prime hardwood frame 6ft. in height suitably splayed for rigidity with safety seat. Folds flat when not in use.

We supply floor plates which are easily fitted to the playroom floor into which quick-thread screws hold the frame completely rigid however hard the use. On a fine day the swing can be erected out-of-doors in a couple of minutes with spikes supplied for its fixing.

NURSERY EQUIPMENT (SALES) LTD.

1263 LONDON RD., NORBURY, LONDON, S.W.16

those of an aggressive kind, so that they come out in worse forms later on, or appear only outside school.

Again, the range of symptoms is so wide and variable, and the manifestations of maladjustment so numerous. Incontinence, temper tantrums and aggressiveness, masturbation, timidity, lack of concentration, over-dependence, backwardness—one could go on enumerating the signs for a very long time. And all children show some of these signs at some period of their lives. I have not yet met a single child whom I have known well for most of its childhood who has not evidenced, in some degree at some stage in its history, one or more of the symptoms which when more severe are commonly regarded as indicating maladjustment. This suggests one of the criteria we can use, since most normal children have *short* phases in which they show slight symptoms of maladjustment, the really maladjusted child is one whose symptoms appear to be both more severe than usual *and more lasting*. Especially if they do not respond to anything we can try to do for them are they likely to indicate a real need for specialized treatment.

It seems to me that if a teacher is to assess emotional progress she must possess a sense of humour. At the end of a long and tiring term it is not easy to preserve one's sense of humour and perhaps that is why I seem to receive a number of requests at term-ends to see children who in my opinion are not maladjusted but plain naughty. At the end of one term last year I was asked to see a small boy of eight who was described as destructive. His class teacher was a young woman, very keen and conscientious, well versed in the theoretical knowledge of children's emotional life and most anxious to do her best for her charges. At the end of the term there had been a great deal of excitement over preparations for school plays, and one day when the teacher was called from the room for a moment, there was a small riot and this boy, who was always something of a mischievous nuisance, picked up a box and threw it through a window. His teacher returned just at the crucial moment and very humanly lost her temper. When the boy was threatened with various penalties and given a thorough dressing down, he picked up the inkpot from the teacher's table and threw it through another window. There followed an urgent telephone call to me: could

I see this impossibly destructive youngster and advise before it was too late?

Well, I saw him. He was a lively little creature, and of course he could not say why he did it, but quite suddenly, when he had warmed up to the situation and while we were talking about quite different things, the clear recollection of his deeds came back to him. 'Cor', he said, with a broad smile, 'You should of seen 'er fice.'

It is obvious that with the multifarious manifestations of emotional disease, and with the subjective element in all our judgments of children, it is hardly possible to lay down detailed rules about spotting the maladjusted. I think you will agree that the ability to spot them can come only from experience, and in this field the young teacher greatly needs help from the older ones. If I were to give general advice to a young teacher, I would say this to her: 'There are two kinds of children in your class who are potentially (though not necessarily) maladjusted: *those who are always in the limelight for some reason or other, and those who are never in the limelight*. In these two groups you will find some children who are in need of special attention. Watch them, observe them, see what they do, and what they do not do. Give them any individual attention you can in the time at your disposal. Do not expect to see a marked change in a short space of time, but if, after a while all your efforts appear to be producing no result, it is time to seek advice and help from others.

For serious, genuine cases of maladjustment a school can perhaps do but little. In theory, such children suffer from deep-seated disturbance deriving from their very early history, so that they can be helped only by the intensely individual methods adopted in the clinic. But this leaves out of account the very large number of children who are mildly disturbed and who do not get clinical treatment; we know that many of these children make good. Whether they do so by their own efforts or with outside help such as school can give is a matter for discussion, but I, for one, am a firm believer in two school influences: one is the personality of the teacher, and the other is the 'tone' of the school. After all, although psycho-analysis and other forms of psychotherapy are nearly always described as individual methods, the 'transference' between analyst and patient involves two persons and in that sense it is social. In the classroom, it is true, a single child can

★ **NEW**

ACTIVITY METHODS FOR CHILDREN UNDER EIGHT

*Compiled under the Editorship of Miss
Constance Sturmev, Editor of "CHILD
EDUCATION."*

The contributors to this book include :

*Miss Eilian de Lissa, Miss E. R. Boyce,
Miss Margaret Bradley, Miss N. Clarke, Miss
Dorothy Davis, Miss Lucy Diamond, Miss
Dorothea Fleming, Miss Kathleen Melzi,
Miss Jean Murray, Miss O. B. Priestman,
Miss P. M. Rolke, Dr. Mary Sheridan, Dr.
Elsa Waters.*

CONTENTS :

- Part 1. Activity Methods Described and Illustrated.
- 2. In the Infant School.
Theory and Practice of Activity Methods.
An Activity Programme in Detail.
Summaries of Activities in Differing Types
of School.
- 3. In the Nursery School.
- 4. In the Rural School.
- Part II. From Formality to Activity.
- V. Activity Methods in Formal Schools.
- VI. How the Change-over was Made.
In a Large Town School.
In a Two-class Rural School.
- Part III. The Religious Training of Young Children.
- Part IV. The Physical Needs of Young Children.
The Health of the Young Child.
Physical Education.
- Part V. Subjects and Skills in Relation to Activities.
Language Development.
Stories and Verse.
Learning to Read.
Number Concepts.
Nature Study.
Art and Music.

*Appendices deal with Intelligence and Intelligence
Testing, Keeping Records, Backwardness, Parent-
Teacher Co-operation and Handwork Activities.*

8s. 6d. net, 8s. 10d. post free.

EVANS BROTHERS LIMITED
MONTAGUE HOUSE, RUSSELL SQUARE,
LONDON, W.C.1

rely on only about one-fortieth of the teacher's personality to help him, but even so I suspect that, with the right kind of personality and with a really devoted teacher, this one-fortieth can do a surprising amount. And if classes were smaller, so that the fortieth became a thirtieth or even less, it could achieve so much more. Further, in clinical practice, the idea of group therapy is gaining more and more attention and it is possible to see, from this eminently social method of helping emotional troubles, that the school group, or smaller groups within the school, could be organized so as to have an important influence.

Just how much influence the whole atmosphere of a school may exert on disturbed children it is difficult to say. I believe it is often considerable. Let me give you an example. One of the first cases I saw when I started in London was a boy who had been dismissed from a grammar school for bad work and persistent stealing. On tests he should have been well able to cope with grammar school work. It was arranged that he should be transferred to one of our experimental forerunners of the comprehensive schools. After about a year I called to see how he was getting on. There had been no further trouble. After I had talked with the head, the boy in question was sent for to shew me out, so that I could chat with him. I asked him which school he liked the better, his new school or the old one. 'Oh, this one, sir!' he said in tones of great enthusiasm. 'What is the difference?' I asked. He paused for a moment and thought; 'Well, you see, Sir, in this school everybody helps everybody else'. Here, you see, is a school in which there is a real community feeling; a strong sense of the value of mutual aid. In such a school it is surely right to argue that a child who has lost his sense of security (and this loss is one of the fundamental causes of maladjustment) will get a great deal of support. He will know that in school, at least, he will be safe from his own terrors.

But apart from the general atmosphere of the whole school there is also the question of the advisability of organizing special groups for difficult children. Leaving out of account the question of accommodation and of ways and means, it is perfectly obvious that a small group of difficult or problem children is easier to handle than a large one, and it is equally obvious that the individuals in a small group can get more help than when they are in a large group. But

HEINEMANN

THE EDUCATION OF THE POETIC SPIRIT

Marjorie L. Hourd, B.A., B.Litt.

Senior Lecturer in Education, Borthwick Training College.

PROFESSOR W. R. NIBLETT writes :

'Here is one of the most creative, understanding, practical books about education I have read for a long time. There is a sense throughout that the author is in touch with children and their real needs. She writes not as a psychologist so much as a human being who brings her profound and complex knowledge of the child mind to enliven the work of the classroom and make it nourishing'.

HERBERT READ writes : 'Marjorie Hourd's book represents a further stage in the vindication of the child's inherent aesthetic aptitude . . . Miss Hourd has shown how naturally the poetic spirit can develop in the child, and what great value this development has for the integration of the child's personality'. Demy 8vo. 10s. 6d. net

ON NOT BEING ABLE TO PAINT

Joanna Field

An absorbing book for all interested in education, psychology and the arts. Investigation of a particular, personal problem—setting about learning how to paint—and study of the results obtained, led the author to reject conventional methods and to adopt an entirely new attitude to the basic problems of education and life.

172 pages Over 50 Drawings 10s. 6d.

99 GREAT RUSSELL STREET, LONDON, W.C.1

whether *they should be separated entirely from normal class-grouping is not so obvious*. For one thing, rigid separation from children whose behaviour is normal has two potentially adverse effects ; it deprives the difficult children of the continuous example of normal behaviour, and makes it easy for the group to become branded as 'difficult'. The same problem occurs, of course, with 'backward' classes and we know what an undermining effect the label of 'backward' can have on children of limited ability. It seems likely that it may have a similar effect on the maladjusted. More than one child among those I have recently seen has shown a queer sort of defensive pride in his troubles such as that displayed by one youngster who said to me : 'I go to the hospital 'cos I'm a hitter !'

Obviously, too, the proportion of children in any one school whose behaviour holds up the work of the rest is not a large one, and it is doubtful therefore if a permanent class in a school can be justified. It is for these reasons that the experimental day classes which we have in London draw their children from many schools and are organized on a part-time basis. They are set up whenever possible in buildings which are not

school buildings, because many maladjusted children have a deep-seated dislike of school and all its works. But by coming to the special classes for only a number of sessions a week they do, so to speak, keep in touch with normal life and it is interesting to note that a number of them after a period of special-class treatment say that they feel they are ready to go back to their schools. We do of course have a few children who are so disturbed that they cannot be contained in school at all and who therefore attend a special class full time for a period ; but even these are usually returned to normal school life in the long run.

I would make the suggestion, therefore, that whenever accommodation and staffing make some kind of special organization possible, it should be on a part-time basis. I should like, for example, to see trials of small groups who could go to a specially interested teacher for stated periods, there to engage, as a small group, in two main types of activity : free play, which gives plenty of scope for phantasy such as dramatic work, and intensive teaching in subjects in which they are backward. For I am sure that, since nearly all disturbed children are backward, any

feeling they can be given that they are getting on in school work will have an important therapeutic effect on their emotional troubles.

There are three vitally important periods in school when children face a crisis, and when any who have tendencies towards instability may easily receive a shock which increases that instability. These are the three periods of transition; from home to school, from infants' to junior school and from junior to secondary school. I think most of us are well aware of the need for careful handling at the entry stage and make special efforts both in organization and attitude to cater for it. It is less often considered important at the stage of entry to the junior school and still less so at the secondary stage. There are many ways of helping the child at these transition periods. I should like to stress one idea, namely what the sociologists call 'induction': the process by which newcomers are fitted into any kind of new community. It seems to me that there is a great deal to be said in favour of some simple but effective ceremony by which the newcomers are made to feel that they are wanted and welcome, that they have rights and responsibilities towards the community; also by which the old hands are encouraged in responsibilities towards the newcomers, accepting a duty to make them feel 'at home'.

I have said that the majority of children's troubles owe their origin to the family situation, and that by and large the school can only either aggravate, or alleviate, these troubles. I have also said that I am more optimistic than I used to be about the extent to which a school can help, but even this will not do much to *prevent the constant recurrence of new cases* as each generation comes into being. Any absolute lessening of the incidence of emotional 'disease' in our community will come only if we succeed in producing a better home atmosphere in the next generation compared with the present one. In clinical treatment, everyone is well enough aware of this, and attention is directed towards the re-education of the parents as well as towards the treatment of the child. One of the difficulties which beset the clinics is that without sufficient staff or time, visits to homes and schools cannot be adequately carried out and this is one reason why teachers sometimes feel that they do not receive as much help as they might over such of their children as are undergoing clinical treat-

ment. Adequate liaison in this way, both with home and school, must depend on a sufficiency of local clinics and with a sufficiency of staff and that, of course, depends largely on economic considerations.

Meanwhile, we are in the difficult position of knowing what we want to do to help home life without being able to do much about it. This is a problem which is of supreme importance, and it seems to me that in our present transition stage in education much of the burden must of necessity fall upon the teacher. Many a teacher already does a great deal in this way: the casual conversation when mother brings a child to school, the occasional meeting with parents over other matters, the organized meetings—all of these may help the 'bad' parent to handle his or her children a little better. Many a teacher, too, spends precious spare time in visiting homes on behalf of his children.

All this is an added burden on teachers when life is already quite full enough, but I am sure that you and I will agree that unless we know as much as we can of the home background of our children, we are unlikely to do those children justice. The converse is also true; parents should know what the school is trying to do. But at present we have no clear-cut policy about parent-teacher co-operation and we make no special provision for it in our educational planning.

I believe that the development of parent-teacher co-operation is the next important step we have to make in educational progress. The forces of destruction in the shape of mass hysteria and aggression are closing in on us. Time is not on our side. We need an army of willing workers to plunge into the battle for the establishment of proper family life as the basis of existence. And burdened though it already is with many responsibilities, I know of no army that can take the field but the teachers.

This paper was read by Mr. Child at a meeting of the Child Development Society of the University of London Institute of Education.

Membership of this Society is limited to past students of the Department of Child Development of the Institute. Every effort has been made to inform them all of its formation but it is possible that some pre-war students may not have received the notice. The Secretary of the Society is Miss W. Elms, 29 Francis Street, London, S.W.1.—ED.

THE NURSERY SCHOOL AND THE COMMUNITY

Dorothy Hall, Senior Lecturer in Nursery Studies, Darlington Training College.

THE community in which a nursery school is situated and of which it is a living part must be known and understood by the nursery school teacher if she is to do her work. Some form of social study and residence within the district she serves is therefore essential to her. Essential, too, are training and technique, which cannot come by chance, though they are greatly enlightened by the heaven-sent gifts of human understanding and sympathy. Therefore in our scheme of training for nursery school teachers, and especially in the advanced nursery school course, we have established a social centre alongside the Albert Hill nursery school in Darlington. This meets the social needs of the Albert Hill area, as well as giving students and the nursery school families a meeting ground.

War and its aftermath of economic and social difficulties has left us a confused pattern of nursery school standards and practice, and even the good nursery school has, quite unfairly and undeservedly, to meet the general criticisms. Chief among these is that the nursery school helps to disintegrate home life and plays into the hands of negligent parents. Another misconception which threatens the good nursery school is that it can carry on its true work within a large school building and organization. Under such conditions it tends to lose its identity, and the children fail to find the peace and the home-like atmosphere which best suit their growth and development at this stage. The good nursery school, built and conducted on the home rather than on the school-pattern, and forming a live partnership with the child's home and parents, acts as an integrating influence, supporting and extending the responsibility and sphere of the home. Without this partnership between his home, whatever it may be like, and his nursery school, the child is impoverished. If this co-operation is to be possible, each nursery school must observe the following conditions. It should have its own identity; it should be near the homes it serves; its hours should be short so that each child can spend some of his wide-awake hours each day with his own mother and family in his own home.

The nursery school staff should have more than a sense of duty about co-operating with parents; they must have convictions about it, reach out for it, seek for it; and we feel they should train for it.

Family Life Sets the Pattern

The more experience one has of the life of young children in nursery schools, play centres and clubs, or in any other situation where the child lives and plays independently of his own home background and support, the more one realizes how vigorously and urgently he will express his individual and personal needs and what a steady and rich use he will make of an environment planned for his kind of living. Those of us who act for part of each day as parent-substitutes in nursery schools are on tip-toe to provide him with the right kind of nourishment to sustain his vigour; to protect him against too great hazards in his adventure; to meet the growing complexity of his play needs; to tell him stories; to give him music for his listening, singing and dancing; to see that he gets quiet relaxation and sleep as his vitality ebbs; to attend to his hurts. The other nursery children are there, too, to give him companionship—the most valuable experience of all in his first efforts to come to terms with his own time and generation.

While rejoicing in the development of a child's sturdy independence, no one who observes and understands is deceived. He is still the child of his home and still fundamentally dependent on it for understanding affection, protection, and general well-being. It might, when he is older, be possible to think of the child's home and family as his background, but at this stage the family is so much a living unit that life too separate or too different from it can be disrupting to the child's personality, and can seriously menace his all-round development.

In three senses therefore the good nursery school teacher must recognize this in her work:

First, on general principle, the good home and the good family should set the standard and pattern of her work. The school should maintain

a balance between orderliness and understanding affection; between control and freedom; between helpful protection and encouragement to be independent and adventurous. Its atmosphere of freshness, cleanliness and health should include wise care and reassurance when fear, hurt or illness threaten. Ordinary domestic activities, such as cleaning, planning, shopping, cooking, laundrywork, the making and mending of children's garments and toys, gardening, plumbing, joinery, are of first interest to the child. He watches them minutely and joins in whenever he is allowed. These make up the groundwork of nursery living. Concern with the work of grownups is a big stimulus to the child's development, and should be fostered in his 'real life' play. (Expeditions *from* the nursery, to the station, to the policeman on point duty and so on, greatly enrich the life within it.)

Second, the child's behaviour can best be understood against the complexities, and, happily, the normalities of his home life. A study of how the child plays in his own home environment, of the in- and out-of-door character of it, and its spontaneity, give us the pattern and quality of play needed in the nursery. The steady, dependable routine of a well-run and ordered home should make the framework of the nursery school day.

Third, the child is so much part of his family that the full understanding of him as an individual is dependent on knowledge of his family, which can only be found through friendly co-operation with the home.

In the work of co-operation between school and home at this stage the vital link is between the mother and nursery school teacher, and the best work is done where there is a true sense of partnership between them. This partnership should be a fair exchange. The mother trusts her child to the teacher for the time being, and if she is wise, and careful in all ways to let the child sense this trust, she will quietly get to know and understand the kind of life he is busy with in the nursery. She will balance her love for the child, which otherwise might become burdensomely possessive, by sharing him, and by a wider interest in other children in the nursery school. She will be surprised to discover the new self-reliance and skill in play which her child is developing. She will find stimulating an exchange of ideas about children's food, clothing, health and guidance,

PSYCHOLOGICAL BOOKS

A large selection of new and standard books on Educational, Vocational and Child Psychology, Mental Tests, General Psychology, etc., always available.

SECOND-HAND BOOKS. A good selection at greatly reduced prices at **140 Gower Street, W.C.1.**

LENDING LIBRARY. Medical and Scientific. Annual Subscription from **ONE GUINEA.**

PROSPECTUS POST FREE ON REQUEST.

LONDON

H. K. LEWIS & CO., LTD.

136 GOWER STREET, W.C.1

Telephone : EUSTON 4282

and will gain greater knowledge of her own child through the more impartial observation of the nursery teacher. The teacher, for her part, will show herself friendly and reliable to both the child and his mother, and, from knowing the mother, will best learn to understand the child and his behaviour. She needs this fuller knowledge of the child both for her own guidance and to make effective her liaison work with the school doctor, nurse and psychiatrist. One of her greatest skills lies in establishing a good relationship with the mother. Throughout there must be no sense of prying or gossip, but trust and a willing exchange of information that will help the child. The give-and-take of this exchange will depend very much on the intelligence, insight, sympathy and standards of both the teacher and the mother. As every nursery teacher knows, it is a far cry from the mother who, just as she says goodbye to her child, mistrustfully produces a half-eaten pork pie for him to be 'going on with' until milk time, to the mother who brings an atmosphere of commonsense and good humour whenever she visits the nursery; but it is the teacher's business to co-operate effectively and happily with both. The same principles lie behind successful home visiting and the welcoming of parents to nursery school clubs.

Mothers' Club

Clubs in the nurseries are increasingly providing with opportunities for relaxation away from home cares, and obliging fathers and the older children to share in staying-at-home duties. In many districts, only the fathers' social life is catered for outside the home, and it is good that the mothers should feel some sense of fairness and compensation in attending the

nursery club. (In these clubs the fathers are welcomed on special days.) As the mothers' social need is met, more serious work, discussions and talks will come. Much can be learned about those members of the community who need just to do nothing until they feel relaxed, at home, and ready to join in.

As regards this still wider co-operation which the nursery school teacher can fruitfully seek with the community around her school, I would like to refer to our particular district, the Albert Hill area in Darlington. The Training College, with most generous help and support from the Local Education Authority, has started a social centre alongside (actually in the same building as) the Albert Hill nursery school. The play centre, the young junior boys' and girls' clubs, the junior boys' and girls' clubs, the youth club, adult club and old people's club have been started there. These give us all, staff and students, the chance of meeting and joining in activities with all sections of the community at all stages of family life. Albert Hill as an area is most curiously cut off by main roads, rails and works from other residential areas. It has a well-defined character of its own. It is tough and vigorous. One Friday night we spilled out of the boys' club to watch the junior team play off the final round for the district Junior Football Association League cup, on the Wire Mills ground a few hundred yards away from the club. It was a good game, worth watching, and we won 3—1. A large number of the social centre families were there, and the crowd which followed the triumphant captain off the field was about three hundred strong. Our progress was slow because he carried the cup and was surrounded by a crowd of adoring boys. As we turned into a narrow street opposite the centre, the front of the crowd suddenly swerved to the left. I thought it must be an accident, but somebody said: 'It's all right, miss—it's his mother.' So we all waited while she had a long and admiring look at the cup.

Our social centre experiences in all these clubs and activities is enabling us to understand the local adults' point of view, and how their help and co-operation can be obtained in the nursery school. To understand the 'father' side of a nursery school child's life is to make another big advance in understanding his behaviour.

The appointment of a man Warden, and the

consequent balance of leadership with the centre, has resulted in a much wider contact with the community as a whole than if we had worked solely as a team of women. The very closed-in and isolated nature of the area has accentuated its individuality and character. It had a sense of community long before we went there, and our contribution has been rather in helping to give it outlet and expression. It was interesting and almost overwhelming to see that when the centre opened the community flowed into it and possessed it, and it has been remarkable how little sense of faction there has been within the life there.

It is clear though, in reviewing the first eighteen months of our work, that there are two directions in which we must reach further. The first is among the two very depressed and badly-housed areas. It is the families there who need us most and whom we most want to serve; yet they are difficult to attract because they are diffident about coming forward. A hopeful start has been made among a few children in the play centre and the young boys' and girls' club, and with one or two parents in the joint play centre and nursery school parents' meetings. The Warden, who is leaving us to specialize in such work, has, through good liaison with the probation officers, found out and encouraged club membership for the young people needing special help. It has interested us nursery school teachers and students very much quietly to observe how they show the same insecurity as first-day nursery children who want to keep on their hats and coats just to make sure. They often, at first, want to hold on to caps, scarves and even gloves!

The second direction in which we must do more is in meeting the needs of a small group of people who drift away from the centre because they do not find a wide enough cultural interest there. They would like more lectures and discussions, and contacts with wider interests outside the centre. But one has only to understand the drabness of the neighbourhood, its working and housing conditions, to sympathize with the primary need for relaxation and pleasant companionship among the adult section of the centre. It would be a false culture plastered on the community if it came entirely from outside or from the insistence of a very small minority. There are however very hopeful signs of growth towards something good. They are (i) the wide range of activities among

the children and young people (ii) the vigorous interest in sports and games played up to good standard (iii) the growing popularity of well-organized youth hostel weekends and of expeditions beyond the district (iv) a consistent keenness about drama throughout the centre (v) the interest several adult members are taking in the activities of the younger members.

Social Studies and the Nursery School Teacher

We are just on the fringe of assessing two important points: the value to the nursery school teacher-in-training of this experience of studying the conditions, character and needs of a particular area and of initiating and sharing activities of many kinds with the community; and the factors which will go towards making effective her co-operation with whatever area she will later work in.

The chief value of this experience to the student is that it counters the sense of immaturity associated with her nursery school work, which can do real harm to the maturing of the student's and teacher's own personality. It also helps to give her poise and commonsense about meeting and co-operating with any or all members of the nursery school child's family. It stimulates her to use all her resources, and her known and unknown talents. Most of us find we have positive and leading qualities for one or two of the groups, but there are a rare few students who possess what is a quality comparable to a gardener's 'green fingers'. They strike some growing fruitful point of contact with whatever club they work in. Where this gift is combined with some special talent for art or music, or with wide experience, such people leave a real mark on the life of the centre. And so we all, staff and students alike, are taking the measure of our human understanding and skill in meeting people and are gaining some objectivity and a constructive attitude towards the complexities, difficulties and possibilities of human existence.

The extent to which this experience will translate itself into effective school and home relationships will depend largely on two factors (i) the personality of the teacher and (ii) the soundness of her social studies.

In considering the personal qualities most needed I would put first a professional integrity. The nursery school teacher must set the highest possible standards of health and child care and

guidance, and anyone crossing the threshold of her nursery should be conscious of these standards in the freshness and pleasantness of her person, in the cared-for look of the nursery and in the well-being of the children. She cannot relax here, because there is always the subtle danger that the lowest standards of the community may creep in, and this can happen most easily where the relationship between staff and parents is friendly but too easy-going. One example I can think of is a school which gives the children a well-balanced mid-day meal supplemented by milk, orange juice and cod liver oil. Yet the habit has grown of mothers sending in packets of extra food, potato crisps, fruit, sweets, bread and butter, cake and chocolate wafers, ice-cream; and the packet-less children look on morosely while the rest feast.

Professional integrity could be a hard, intimidating quality if it were not balanced by sympathy, understanding, and a good sense of humour (not the discomfiting sort). These are at the heart of this matter of co-operation and they greatly re-assure the child and the mother. A certain kind of efficiency sometimes goes with a dominance of character which fails to respect

New Books

THE BOOK SUPREME. *An Introduction to the English Bible.* By JOE BRICE, M.A., Ph.D.
10s. 6d. net.

A simple, but up-to-date introduction to the actual subject-matter of the Bible, book by book. Its method is easy and direct. Whoever uses this book rightly should 'know his Bible' with that thoroughness which is the first condition of effective teaching.

READING YOUR BIBLE. *A New Lctionary.* By RUPERT E. DAVIES, M.A., B.D.
7s. 6d. net.

This book will help people who teach Scripture to understand the Bible for themselves. It is designed to be suitable for use in schools, discussion groups of every kind, and in private devotions.

THE EPWORTH PRESS
25-35, CITY ROAD, LONDON, E.C.1

the thought, feelings and experiences of other people. It is bad because it either antagonizes or weakens those who come under its influence, and any kind of dealing with nursery school parents which eats into their self-respect is harmful. So the nursery school teacher needs the right kind of humility which will help her to respect, and to build up respect in, anyone she needs to help or to co-operate with. Albert Hill has helped us to know that, however fervent or keen or forceful one's hope and intention, one cannot rush blindly into other people's lives and affairs. There must be great sensitivity to their outlook and needs. True co-operation can start only from that point.

The second big factor is the soundness of the student's and teacher's social study.

In the first stages of establishing our scheme of study we are possibly, for the sake of thoroughness, concentrating too much, though not by any means entirely, on the study of one area and that an area with a strong individuality and character of its own. The question arises whether this intensive study, backed by the Social Centre experience, will be significant for a teacher working in an entirely different setting, perhaps a district with little history behind it or social feeling within it, or for one who is going to work with deprived children and children in residential homes where she will need to know more about the most difficult of all arts—how to compensate a child for lack of normal home life. This question we cannot yet answer.

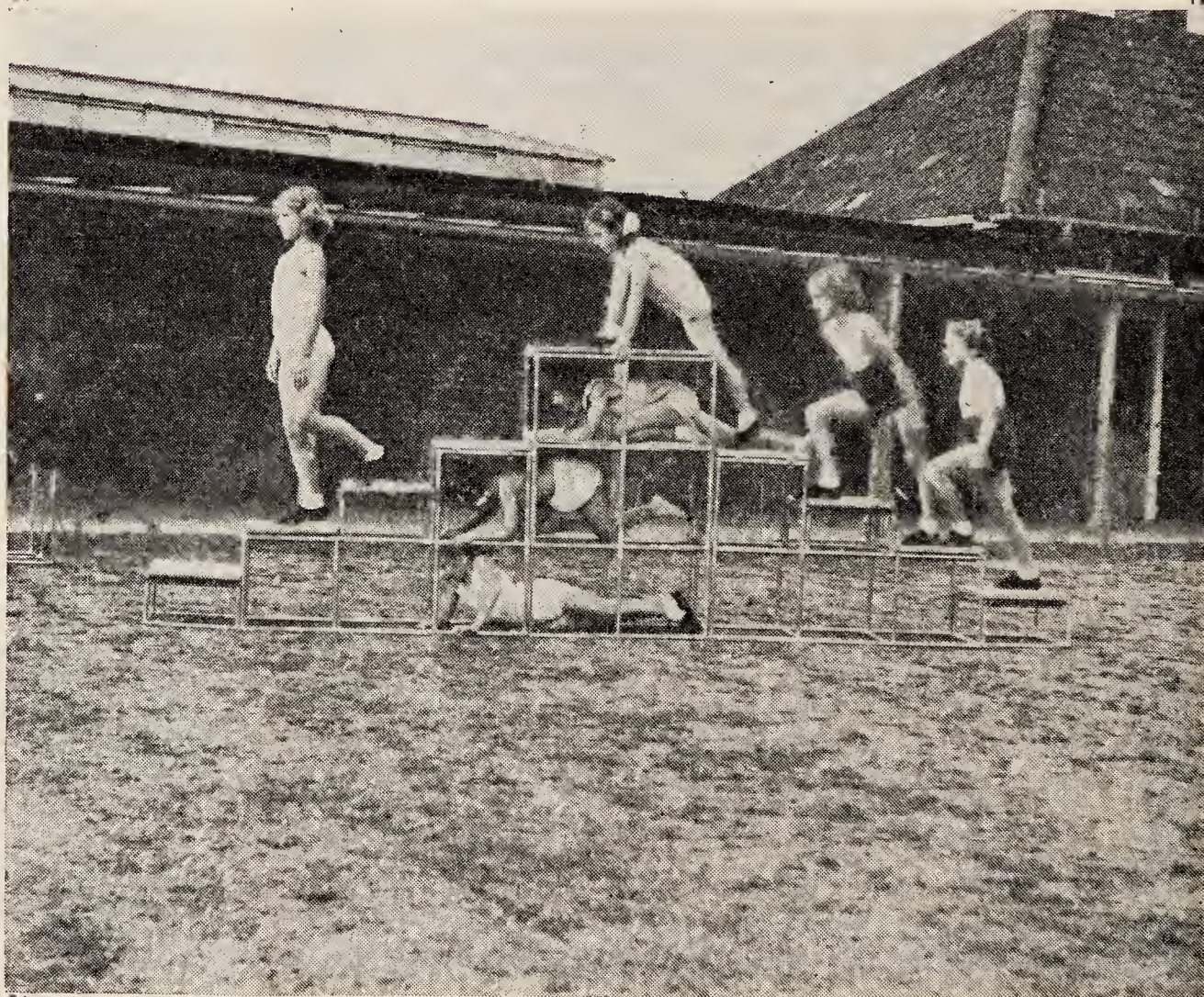
The basic course does, however, bring up to date a survey and study of housing, employment, local government, social legislation, welfare services and other factors affecting the life of a community, with a special study of Albert Hill and slighter ones

of other areas. It helps the student to adopt objective methods of work, and effective ways of gathering data, and of recording findings, and helps to balance and steady the more personal experience of working at the Centre.

It so happened that the Social Centre was founded in the first place to give significance to the advanced nursery school course, but we recognize that this kind of training and experience is significant in all stages of education. We greatly welcome therefore a widening interest in the Centre activities among the general body of students.

CUBICON CONSTRUCTIONAL KITS

will build into all kinds of
Agility Apparatus



CUBICON

LIMITED

14 RICHMOND BRIDGE MANSIONS
EAST TWICKENHAM MIDDLESEX

Please give us full particulars of your requirements
when writing to us

PHYSICAL GROWTH OF CHILDREN

Lindsey W. Batten, M.B., M.R.C.P.

THE remarks that follow are not those of a statistician but of a doctor whose sole special qualifications are the opportunity of observing growing children in family practice and at school medical inspections and three years' experience of a 'nutrition clinic' in London.

Everyone ought to distinguish clearly between first-hand observations—things he has seen, proved or thought out for himself—and second-hand observations—things he has read or been told. Either class of observation may be true or fallacious—things we see may deceive us as well as things we are told—but the two classes have not the same value and should not be presented as though they had. I shall try to make it clear which of the observations I present to you are my own and which are second-hand. I want to start with my own, which are such as any ordinary person can make, given only the material and opportunity.

Let us begin with a new baby. I hope I shall never be too old to feel awe and wonder when I look at a newborn child, the wonder being divided about equally between the miracles of growth already performed and the hidden promise of miracles to come.

Putting aside wonder for the moment and disregarding the baby's past, what is there to note about newborn babies in relation to growth? I do not know how unequal in size the newborn young of other animals may be; I do not even know whether brown, black and yellow babies vary among themselves as much as the pinky-white ones we have here, but ours may draw their first breath at anything from six pounds, or rather less, to ten pounds or more, and count as normal. The statement that men are 'born equal' is therefore, in this crude but significant sense at least, plainly untrue. As fertilized egg cells they were, so far as I know, really equal in size, so it is clear that from the word 'go' some individuals grow very much faster than others.

I think it must be true that the ten pound baby has very many more cells in his body than his six pound cousin (or even brother). His extra weight is not mere water and, given adequate food, it would be reasonable to expect him to go on growing fast out in the world. Actually he is often a slow starter but perhaps chiefly because

he needs, and does not always get, a large amount of food.

Anyway, once started, he does grow fast and on the average keeps ahead of one born small, at least through infancy. It has been shown quite lately that the average child who weighed nine and a half pounds (or more) at birth weighs more at two years than the average child whose birth weight was five and a half pounds (or less) does at three years. This is a point of some practical importance. It may seem natural enough to a mother that her four- or five-year-old is small because he was born small, but teachers, nurses and even doctors may think that with proper feeding a little handicap like that should have been overcome long ago. Well, they are wrong and the mother is right, but just how long the handicap continues I do not know.

The next thing to notice about babies is that though grossly unequal in size they are remarkably alike in form.

In my nursery days there was a popular song which went 'Oh baby, baby, can it be true: We once were all of us just like you?' Roughly speaking, it *can* be and *is* true. Babies are far more like each other than grown-ups are and a given baby resembles the genus 'baby' far more closely than he resembles the boy or girl, man or woman he is to become. He may be no more unlike an adult human than an unfledged nestling just out of the egg is unlike the flying feathered bird, but if you were not accustomed to babies you might hardly believe they were the young of the human species. Their proportions are all wrong, head very big, face small, limbs stumpy. Their eyes are finished and not very much smaller than yours or mine, but their teeth are not visible at all and they may have almost no hair.

The point I am making is that growth is not a matter of the *whole child growing* but of different parts growing at different times according to a secret design, better guessed at by looking at the parents than by looking at the child.

So much for the new baby. Given appropriate food and attention he will grow fast, his trunk and limbs catching up with his head, so that by a year old, though still very unlike a miniature man or woman, his proportions have materially changed.

Several things typical of human growth become apparent in the first year. One is that the *rate* of growth follows a curve which, after the first fortnight, shoots up steeply and then less steeply. The baby about doubles his birth weight by the end of the fifth month and about trebles it in a year.

It is much easier to weigh babies than to measure their length and I doubt if even the average growth in inches is as well established as is the average gain in ounces; but they are said to be about nine inches longer at twelve months than at birth, an addition of rather less than half their birth length, a prodigious growth both absolutely and relatively compared with anything they will ever do again.

Any observant person who weighs babies systematically will notice that though the parabolic curve gives a good general indication of what to expect, healthy babies do not slavishly adhere to it. They follow its general direction but their individual curves may lie above or below, depending, as I have said, partly on their birth-weight. Their weekly gains in ounces vary much and most of them pause quite decidedly between the sixth and eighth month, sometimes standing still for some weeks or gaining very little. This may be because their energies are being otherwise employed, in learning to sit, to use their hands, cutting teeth and 'taking notice'. I mention it chiefly as the first indication that growth of children does not and should not be expected to proceed at a uniform speed.

I do not know whether the earth rotates and rushes round the sun at a really steady pace, but almost everything on it moves or advances unevenly in waves or spurts, and human growth is no exception. There are periods of activity and periods of rest, though not of actual recession. Loss of height I suppose can hardly occur; loss of weight, certainly in infancy and generally speaking through childhood, always deserves attention, but standing still is from time to time to be expected.

It seems to be well established that child-growth has seasonal fluctuations. 'Winter makes pounds and summer inches', say the French. 'Babies grow in length in late spring and early summer' says an Austrian. 'Increase in length begins in February, standstill in summer', and so on. An American weighing Boston schoolboys some years ago found their percentage gain in

weight to be only about two per cent. in the first five months of the year, over six and a half per cent. in the last five months.

If this is true, and I think it must be, it needs to be remembered when groups of children such as open air classes are being systematically weighed and measured. It would be a pity to ascribe to open air, extra milk or what not, what was really due to the season.

Babies, to the eye of common sense, stop being babies and become something else soon after their first birthday. It is a pity, I think, that the word 'infant' has been grabbed by the schools and applied to five- to seven-year-olds, leaving us with the fancy word 'toddlers' to describe those engaging little creatures of one to three or four, the 'putti' of early Italian painters and sculptors the 'cupids' of innumerable artists. They still have the characteristic baby-fat, rounding their limbs and keeping them warm at a stage when their cooling surface is relatively very large. Their backs are short especially in the loins (between the chest and pelvis) and the forward lumbar curve is pronounced. That is why they stick out so much in front. They should not lightly be accused of 'pot-belly'. Lay them on their backs and the prominence disappears.

Rate of growth is much slower than in the first year and a child who grew nine inches and gained fourteen pounds in his first year may well grow only three inches and gain six pounds in his second. After this he may be content for some years with about two-and-a-half inches and four to five pounds a year. One of these infants differs considerably from another in size and shape as well as in ability but they still resemble each other more closely than they will ever do again.

Illustrated Supplementary Readers

JACK AND JILL IN MANY LANDS

By AGNES CANHAM

Book I—1/4	Book IV—1/6
Holland, Switzerland and Norway	Greece, Italy and N. Africa
Book II—1/4	Book V—1/6
Canada, Greenland and The Philippine Islands	Sunny Spain and The Fair Land of France
Book III—1/4	Book VI—1/6
Malaya, Ceylon and Egypt	The City of London

Please write for illustrated pamphlet

A. BROWN & SONS, LIMITED
32 BROOKE STREET, HOLBORN, LONDON, E.C.1

and they still give but little indication of what they intend to become.

At five, if not before, they enter the schools and begin to be looked at critically by teachers, nurses and visiting doctors and perhaps to be weighed and measured and to become the statistician's bricks or guinea-pigs.

By this time they are much less unlike little men and women than they were at birth. They have a head of hair and a set of teeth. Actually they have more teeth in their heads than at any other age. An x-ray film of the jaws displays teeth, erupted and unerupted, in astonishing profusion. Their trunks and especially their limbs have grown much faster than their heads; their backs, though still relatively short, have lengthened a little and if they look pot-bellied as they stand something is amiss, though more probably with posture than with anything inside. As at every stage of life individual differences in height and weight are wide, but children of five to eight years old still resemble each other and conform to type more than they will a few years later, and I think it would be fair to say that an eight or even a nine year old is on the whole like a six or even a five year old grown bigger.

At about nine or ten, however, things begin to happen again. This time it is the turn of the trunk and face to grow, height outstrips weight and the plump child, especially the plump boy, becomes a lean one.

It is important not to mistake this growing lean for losing weight. A growing child in health should not lose weight. Something, though by no means necessarily organic disease, is amiss if he does; but the sole arbiter of weight is the weighing machine, and to lose fat and change from plump to lean can happen to perfectly normal children in excellent health.

It does happen to many, though not to all, between the ages of eight and eleven or twelve. Their backs, especially in the loins, grow long and they get what they have never had before, a waist. At the same time their faces below the level of the eyes grow longer and begin to resemble or hint at the cast of countenance they are going to have in adult life. One result of this is more airway through the nose. The young child has small nasal passages easily obstructed by swelling of their linings or by excess of lymphoid tissue, relatively abundant at this age. If he has not had to part with adenoids by, say, seven years old, he is unlikely ever to have to be a candidate for this operation.

This is the age of agility, the age for tree climbing, jumping from heights, learning to skate or box or play the fiddle, when limbs are strong in proportion to weight, falls and blows do not hurt and the nerve-muscle system is ready to acquire dexterity. We do not, I fancy, make nearly enough of this fleeting age when skills can be so easily acquired.

The age of leanness and agility is generally longer for boys than for girls, but all too short for both. Then comes puberty.

The sexual organs wake from their long sleep, twelve years perhaps, grow and give signs of actual or potential activity. The hair of sexual maturity, till now quite absent, begins to grow, the boy's voice breaks, the girl's monthly periods begin. At the same time general growth in height and weight makes a new spurt, often as startling as the yearly marvel of the spring. Individuality and the potent influence of natural inheritance become more manifest than ever before. The children may or may not closely resemble a parent, brother or sister but they grow to their inborn pattern.

Children come to the stage of youthful maturity at different ages and different speeds. Girls, I think, vary more than boys, but either may at the age of fourteen be a physically mature young man or woman or still an undeveloped child. By fifteen or sixteen at latest the drama of growth is played through for girls and is in its last act for boys. The whole astonishing progress from seed to open flower has run its course and in a state of nature reproduction would begin again. 'Physical growth of children' at any rate must be considered as finished, for these are no longer children.

Writing for Children

SPECIAL INTENSIVE SUMMER COURSES

now offered at Reduced Fees.

Tuition and Advice by experienced Author
and Editor.

Write now for prospectus:

UNIVERSAL AUTHORS' SERVICE BUREAU

(Principal: L. A. Everett)

20 George Avenue, Brightlingsea, Essex

So much for, as it were, the naked-eye facts. What has research of one kind or another to add to the picture? Less, may be, than you might expect, though no doubt more than I know of.

The changes by which the fertilized egg-cell becomes in some twelve weeks a little baby thing, easily recognizable as a minute human boy or girl, have been studied most patiently and have been known in considerable detail for I suppose half a century. But what the moving or directing forces are which the multiplying cells obey, remains, as far as I know, a mystery.

We do not know what initiates, limits, or prescribes the tempo of growth. The growing cells are like the players and sections of an orchestra. They perform a symphony in our presence, but from what score and under what conductor we do not know. We talk of enzymes, hormones and ductless glands. Here and there we get a glimpse of mechanisms; of ultimate causes we know nothing. When we stand in the presence of a mystery it is of real importance to be conscious of the fact and acknowledge it; and here we do so stand. Please do not believe that by the use of hormones, vitamins or extracts of ductless glands we can, or are within sight of being able to, control or much influence growth. It is nearly true to say, that, except when we give thyroid gland to young children with none or too little of their own, we can do no such thing. 'Which of you by taking thought (or by taking glands) can add a cubit to his stature?' The answer is:—'none of you'.

Much the same goes for vitamins. Only Vitamin D—the one in fish-oils—can really be said to have a direct influence on growth, and that only in a strictly limited sense. It *does* have a marked effect on the growth of bones, but only in the sense that if the growing babe or infant gets *too little* of it the bones grow wrong, in the manner characteristic of rickets, and when the child gets *enough* the bones grow as they ought.

Extra Vitamin D—or extra vitamin anything—will not produce a giant, a superman or a prodigy of health; *enough* of any vitamin is precisely as good as a feast. Precisely what is 'enough' may be hard to define but the margin between 'enough' and 'too much' is wide for most vitamins. They can therefore be taken pretty freely with safety but they do not contain the secret of growth; they are not universal tonics or the elixir of life.

Food—bread, butter, meat, fish, eggs, milk, cheese, vegetables and fruit—food is another matter. Growth is very greatly influenced from the word 'go' by the amount and composition of the food taken. Like all other growing things—animals or plants—well-fed children, other things being equal, grow faster and grow bigger than ill-fed children. You will not wish me to give statistical proof of this familiar and well-attested general truth. But when it comes to dissecting the general truth into its constituent parts difficulties abound.

In the first place 'other things', broadly speaking, never *are* equal.

Identical twins, brought up in the same physical and emotional environment but differently fed, would make admirable experimental material. But they are not easy to come by. Children in institutions, divided into equal groups by chance selection, would serve well enough if the groups were large but who will dare to under-feed one group? The difficulties are such that *exact* knowledge of the influence of diet in general or of any particular foodstuff on the growth of children can scarcely be obtained.

Nor is this the only difficulty. If we are to measure growth we must have a *unit* of growth. What is that unit to be? Neither weight nor height will do alone. Weight may be mere fat or even water; height may be an expansion of the felt-like pads between the vertebrae—the 'intervertebral discs'—such as takes place during a long, enforced rest in bed and growth in height alone is not a valid index of healthy growth. Height-weight-age units, which I suppose would be valid indices, are not easy to reduce to mathematical terms such as ordinary folk can grasp.

So it is not easy, but height-weight *curves* are easy enough to plot, standard curves, based on averages, have been made and they have their uses. None the less they also have their dangers and must be employed with discretion. Before relying on such curves as standards of normality or health we ought to know on what human material they were based and whether the children responsible for the curve are comparable with the child or children we are actually dealing with. Height-weight curves, for example, based on the sons and daughters of guardsmen at Chelsea might not be a valid yardstick for the sons and daughters of jockeys and stable boys at Newmarket. Nor, if the Newmarket children's

curve lay far below the Chelsea one, would it be right to conclude that the Newmarket children must be underfed.

Moreover, even if the curve is really widely based it must be remembered that the height-weight of a given child at a given moment may be well above or well below it regardless of that child's health or even 'nutritional state'. It is scarcely too much to say that a *single* weighing and measuring of a child of any age tells you nothing at all except how tall and how heavy that child is. Nothing useful can be deduced by comparing the figures with those given in a table. It is far more profitable to look the child over, standing stripped before you, as a judge of horses looks at a horse.

This brings me to another practical point. A few years ago, when the words 'nutrition' and 'malnutrition' took the bit between their teeth and bolted, it seemed to be thought, even by some quite eminent authorities, first that children, even clothed children, could easily be classified according to their nutritional state at a glance, and secondly that this nutritional state was a reliable index of the quantity and quality of food they were receiving. 'Nutrition I' = 'well-fed child', 'Nutrition III' = 'ill-fed child'. That a child in a first-class nutritional state must be, among other things, a well-fed child is true. All the other assumptions are, in my view, utterly and dangerously fallacious.

I, at least, cannot distinguish the clinical picture of underfeeding or faulty feeding from the clinical picture of chronic infection, bad general hygiene, enduring unhappiness, constitutional thinness and feebleness, or any mixture of these things, nor do I believe that anyone else can do it. Also it is very rare for a child to be seriously underfed but well cared for in all other respects. I detest the word 'malnutrition' but if it must be used it ought first to be defined. It will not do to equate it by implication with underfeeding.

But I have diverged. I was discussing the uses of weighing and measuring. One use has been to prove that our young have, on the average, been growing bigger than their predecessors of the same age. I apologize for not supplying figures but the broad fact is well known and I think anyone working in schools, perhaps even in infant welfare centres, would confirm it from personal observation. We are

LINDSEY W. BATTEN'S

TWO BOOKS ARE
READILY AVAILABLE

Health for the Young

"I wish every mother would buy and read this little book. It is so simple, sensible, practical and interesting; so obviously written by a doctor who knows what will make a healthy child grow up into a healthy adult without fuss or phobia."—R. FERGUSON in *British Weekly*. "A book that ought to be bought by every parent."—H. H. BASHFORD in *The Spectator*. 2nd Impression 6s. net.

The Single-Handed Mother

"Throughout the volume it is obvious that the author has wide experience of children in health and in disease, and that he appreciates the difficulties facing the young mother who has no help and no expert nursing advice ready to hand."—*New Era*.

6th Impression 7s. 6d. net.

Allen & Unwin Ltd., 40 Museum St., London, W.C.1

right, I think, to be pleased with this phenomenon and we are right to give some of the credit to the discoveries of modern nutritional science and to the deliberate application of these discoveries by all manner of agencies to our children. But let us not suppose it is all quite new and quite deliberate and planned. It has been going on quietly and almost accidentally for a longish time.

Modern nutritonal science is young. The first vitamins were being discovered at Cambridge about 1910 and there was a science-sponsored revolution in the feeding of babies and infants about 1920. But I remember being told as a boy, perhaps in 1906, that modern Englishmen were too big for ancient suits of armour and I have lately read that the average weight of an oarsman in the university boat race rose from 11 st. 5½ lb. in the period 1841-57 to 12 st. 1½ lb. in 1889-97, since when it has increased but little. So something happened before modern nutritional science got going. I think the truth about the advances of the last thirty years lies mainly in the indubitable levelling up which has occurred, wholly admirable but due, I take it, far more

to the redistribution of wealth than to the fruits of scientific research.

That the young should be encouraged to grow to their full stature and should be given whatever food they need to do so seems, on the face of it, a self-evident proposition, but to suggest that big children—or big adults—are superior to small ones in anything but bigness must seem much more debatable.

I myself, being rather small, naturally find it not only debatable but quite unacceptable, but Dr. J. Kerr, writing of 'Fundamentals of School Health' in 1926, says: 'The big individual is a better machine for the purposes of life than a small one' and 'Mediocrity of mind is associated with mediocrity of physique' and 'Brighter children have a larger chest girth and are taller than the dull.'

He gives statistics, including some from London schoolgirls, which, in terms of school progress, seem to prove his point; yet I know of so many exceptions—big dulls and small brights—that I cannot but feel there is a catch somewhere. Just where I am not sure, unless perhaps these bigger schoolgirls came from homes where good meals and sufficient sleep went hand in hand with encouragement to work well.

In these days of matrices, I.Q.'s and the rest, it should not be hard to put the proposition to the proof, but I am not at all sure that it has been done. I commend it to you as a good, clear-cut subject for research. Please let me know the answer if you find it. I keep an open mind. When, however, Dr. Kerr goes on to say 'No child whose weight is below the average for its age should be permitted to enter a school grade beyond the average of its age except after such physical examination as shall make it probable that the child's strength is equal to the strain' I join issue unreservedly. What, in this connexion, is 'strength', what is 'the strain' and what would constitute a valid physical examination? I, at least can give no answer and if I were asked to examine such a child I should feel bound to say 'I cannot tell, you can only find out by trying'. I think it would be exceedingly hard on the child to forbid him to make good intellectually on account of a physical inferiority which he probably cannot alter but can perhaps compensate by scholastic success.

Finally, to cloud your minds with doubt, may I tell you about some rats? They were white

rats and they lived in an American laboratory. Immediately after weaning they were divided into groups, with litter-mates in each group, and subjected to feeding experiments. Omitting some details it came to this: they all had a well-balanced diet with everything in it that little rats ought to have, but whereas one group had, from the start, as much as they liked to eat, the others were kept a bit hungry. The generously fed rats, as you would expect, thrived, as our children thrive to-day, and outgrew their underfed brothers and sisters. In middle life, as it were, the underfeds were allowed to eat freely to see whether they still retained the power to grow; they did, and they went some way towards catching up their pampered brethren. But now comes my real point. Rats, like men, are mortal. Death comes for them at last, and when he came he took first the big, well-fed, pampered males. Numbers of underfeds were alive after all the well-feds were dead. With the females there was less discrimination but there was no doubt that if a small boy rat desired length of days and a green old age he was wise to go hungry in childhood.

In one experiment rats who, while young, fasted one day in three increased their life-span by 15-20 per cent. The conclusion drawn from another experiment was that 'optimum conditions for a long life proved to be thin bodies, exercise and a relatively low protein diet.'

Now I do not wish for a moment to suggest that the results of these experiments can be transferred unchecked to human beings. Children, whatever their political convictions, are not actually rats nor is length of life the first aim and object of school meals. Even if children were proved to respond like these rats—and it would take some proving—it does not follow that we ought to feed for long life at the expense of large youth. But I do think such experiments should serve to puncture our self-satisfaction and make us pause and wonder.

Perhaps we should not crow quite so loudly when we find our children some inches taller and some pounds heavier than those that went before them. There are other and nobler things in the world than pounds and inches.

[The above paper was originally given at a residential course for Derbyshire teachers, held at Nottingham under the auspices of the Derbyshire Education Committee.—Ed.]

Now Ready

Games and Games Training

FOR JUNIOR CHILDREN

MARGARET LAING

The tremendous success of Mrs. Laing's *Games and Activities for Infants* and a popular demand from teachers have encouraged her to provide a book for junior children on similar lines. It is a mine of information, based on sound knowledge and a wide experience in schools of all types.

Mrs. Laing's work is coloured by the convictions that purposeful activity and enjoyment should be the keynote of the games lesson and that where possible, activities should be competitive when some skill has been acquired.

Games and Games Training for Junior Children lays an excellent foundation for work in the Secondary School. Training in body movement, in alertness and control, in fielding practice, in combining with other players, in team tactics and in agility, paves the way for a high standard of performance in the major games which follow later.

Printed on cream antique paper.

Attractive cloth cover.

128 pages. 7½-in. x 10-in.

Price 8s. 6d. net



Brochures or "The Young Idea" 1950 book list gladly sent free on request



E. J. ARNOLD & SON LTD
LEEDS 10

PEARSON

ACTIVE READING

By W. B. CHARLWOOD

This new series is designed to form a graded course, and aims to create in the child's mind an awareness of the world around him, besides instructing him in the effective use of English. Books 1 and 2 deal with the familiar environment of home and school, while books 3 and 4 extend the field of interest to simple citizenship, adventure, discovery and travel.

Books 1 and 2, 1/3 manilla, 1/7 cloth
Book 3 ... 1/6 " 1/10 "
Book 4 ... 1/10 " 2/2 "

ACTIVE PLAY READERS

By LESLIE A. EVERETT

A new series of Dramatic Readers, designed primarily for classroom reading or simple production. A distinctive feature is the large number of characters in each play, thus ensuring that each child will be able to participate in the acting. Suitable for boys and girls aged 10-12.

In 5 Books, price 1/3 each

PIERRE ET ODETTE

By SIMONE DURLANT

A simple French Reader for the lower forms of Secondary Schools. This book is written in a lively and entertaining manner, and presents the life of an everyday French family at home and on holiday. Other books in the series are in preparation.

Price 2/-

PRIMARY ARITHMETIC TESTS

By E. T. CHISNELL, B.A.

Progressively graded Tests for Primary Schools, clearly printed and attractively produced. These books, which contain exercises in Mental and Written work, may be used to supplement any modern text-book, and to provide additional practice in the rules of Arithmetic.

Books 1, 2 and 3, 1/3 each

Teacher's Book
(Answers to Books 1, 2, 3) 9d.

HAVE YOU SEEN these recent books ?
We will be pleased to send inspection copies on request.

CHAS. PEARSON & SON
LIMITED

240 HIGH HOLBORN, LONDON, W.C.1

JUNIOR SCHOOL COMMUNITY

MARY ATKINSON

'A level-headed and practical account of the establishment and development of a play centre, and of the work accomplished in a Junior School in the North of England.

'Like all good books it is the work of an enthusiast, but its enthusiasm is tempered and controlled by experience and good sense. No one interested in the future of Primary Schools should fail to read it.'—

Modern Education.

6s.

LIFE IN THE NURSERY SCHOOL AND IN EARLY BABYHOOD

LILLIAN DE LISSA

New Edition

'This new and enlarged edition only adds to the prestige of a book that from its first appearance became a classic in its field.

'Her knowledge and understanding of nursery education is long and intimate and she takes us through every aspect of the child's day by day development in the Nursery School, with much valuable guidance for students.'—

Childhood and Youth.

12s. 6d. net

LONGMANS

HAWKSPUR GREEN HOLIDAY CENTRE

READERS of the May *New Era* will remember *The City Child in the Country* which described the Hawkspur Green Holiday Centre—the first venture of the Denys Goodson Trust.

The Trust has bought the freehold of the property at Hawkspur Green for £1,500. This was made possible by an interest-free loan of £1,000 which was made in addition to the foundation gift of £1,000 with which the Trust was started. Hawkspur Green is near Thaxted in Essex, fifty-four miles from Paddington. The property consists of twenty-six acres of land and seven wooden buildings, of which twenty-two acres and three buildings are let as a mixed agricultural holding. Our tenant is in sympathy with the scheme and co-operates with us by encouraging the children's interest in his work and by acting as caretaker for the whole property.

There are three huts and the main two-storey cottage grouped around the children's part of the Small Farm. The cottage contains the kitchen and dining shelter and serves as living quarters for our tenant and caretaker. One hut is used to store the children's beds and camping equipment (under the terms of our Camping Licence only tents and caravans may be used for sleeping purposes), another is used as a playroom in wet weather. The third, somewhat smaller, hut is divided into three little rooms, which so far have been used for family holidays and to sleep helpers and visiting parents during camp time.

The Small Farm is adjoined by fields on the south side, by meadows and a stream on the east, and the road passes its gate on the west. To the north it is sheltered by a hedge of trees and shrubs. There is a pleasant view across the countryside giving the feeling of unlimited space and fresh air. Sounds of motor traffic are a special event and are practically confined to the

butcher's and baker's vans. The children spend their time exploring, playing in the stream, climbing trees, and helping on the farm. We have started a kitchen garden and orchard.

With the limited funds at our disposal, we have already laid on main water and are installing water-borne sanitation. We have also built a brick chimney, besides making other improvements and repairs. It has been possible to do so much with very little money thanks to the voluntary labour, mainly that of the children's fathers, which has been put in during many strenuous week-ends and holidays. This, more than anything, shows their appreciation of the venture.

Last, but not least, we hope that enough capital can be raised to build a brick annexe to the existing cottage, so that the camp can be available all the year round to a small number of children who are in need of a holiday on health grounds or because some family crisis makes necessary a temporary separation from home. This would be far less distressing and upsetting for the children if they could be placed at the Holiday Centre in the care of an already familiar house-mother, instead of having to be sent, as happens at present, to any strange Children's Home where there is a vacancy. The cost per child at the Centre is 25/- per week and those parents who *can* pay can rarely afford more than 10/- a week of this.

So far our only grant from a public body has been £150 from the L.C.C. Sunday Cinema Fund and there is no guarantee that this will be repeated. We badly need funds both for the day-to-day running of the camp and for the building programme described above. Since money given to us directly benefits children, we should be particularly glad if schools would remember the Holiday Centre when making Social Service collections. We would very much like individuals who are willing to give us financial help to do so by means of a covenanted subscription. This enables us to claim Income Tax Rebate and so nearly doubles the value of the amount given; it enables us too to plan the work within our assured income. A minimum subscription of 10/- a year makes the subscriber a 'Friend of the Denys Goodson Trust'. Quarterly meetings are held and an annual report issued.

Noreen Goodson, *Denys Goodson Trust*,
6 Delamere Terrace, London, W.2.

CONFERENCE

on

Education in Human Understanding

Saturday, 17th June, 1950

FEE 5/-, inclusive of lunch, tea and evening social

APPLY SECRETARY:

THE COUNCIL OF CITIZENS OF EAST LONDON,
TOYNBEE HALL, COMMERCIAL STREET, E.1

See page 133 for details

CONFERENCE ON EDUCATION IN HUMAN UNDERSTANDING

This teachers' conference is being called by The Council of Citizens of East London, which has already done valuable work in the promotion of inter-group understanding in schools in the East End of London, through the publication of all sorts of material and through a most active committee of local teachers and head masters.

The aim of the conference is to investigate and discuss schools programmes for the fostering of respect between different groups in the society from which the children come. It will include film and film strip demonstrations, and experiments in group therapy, carried out by those attending the conference.

Those taking part in the conference include representatives from the New Education Fellowship, Tavistock Institute of Human Relations, Unesco, the Council of Christians and Jews, and others.

Professor J. A. Lauwerys, the Chairman of the schools committee of the Council of Citizens of East London will conduct the discussions.

The Council of Citizens of East London is, perhaps, the only body working in the field of inter-group understanding, which is co-operating with a wide variety of schools. Its work is of the greatest significance, since educationists are realizing more and more the vital necessity for educating children who belong to a multi-group society, in the right attitude towards the different groups with which they come in contact and an appreciation of their differences and the enrichment which these differences can bring to the life of their community.

So far, the Council has prepared film strips on the 'Ways We Worship God', with the co-operation and help of the heads of all the main Christian denominations in this country, as well as of the Chief Rabbi.

It publishes every term, bulletins for the use of schools, on the structure of the East End community. It is encouraging schools to study group relations in their Civics courses, in those areas where the existence of different groups is an important factor in society.

Anyone interested in the conference, for which there is a fee of 5/- inclusive of tea and lunch and evening social, should please contact:

THE SECRETARY,

The Council of Citizens of
East London.

(Accommodation is available at Toynbee Hall for Orthodox Jewish teachers not wishing to travel on the Sabbath.)

Children Learning to Read.

David H. Russell. (Ginn. 24/6).

Professor Russell of the University of California has brought together in encyclopaedic fashion a wealth of facts and ideas on learning to read from the earliest years to the age of 12. He analyses first, in interesting—and sometimes alarming—detail the sociological, historical and psychological backgrounds which 'must be understood by the teacher who wants to know the importance of his task'. Then the reading programme at various levels is presented 'in a fairly traditional way'. And, finally, stressing the fact that the reading act is a complex of various abilities the development of which is 'closely associated with other phases of children's maturing', Professor Russell draws liberally and widely upon 'research findings and good practice' in discussing vocabulary-building, word recognition, the fostering of reading preferences and tastes, and other 'developmental phases of the reading programme'.

The background picture for the American teacher is indeed both grim and challenging—more than three million adults who cannot read or write; ten million adults over 24 who are functionally illiterate; comic books ('violating many standards of decency and good taste') selling at the rate of nearly a quarter of a billion a year with a readership which includes an estimated one out of five United States *adults*. It is, perhaps, comforting to know that two of the leading assumptions of popular comics, assumptions deduced in a long-term scientific analysis, are that the United States is the greatest country in the world and that the English are the most honourable of European peoples: and to be assured that, using comics for 'promoting the best reading and personality development of their pupils' many American teachers 'find it is easy to transfer interest from undesirable to better comic books and strips'.

'The essence of language', said Jespersen 'is human activity.' Reading is often indeed not so much getting experience from the printed page as bringing experience to it. The 'activity' approach to reading would appear to be generally accepted in the United States, but teachers there are warned by Professor Russell that 'many parents of children now in school were taught to read by entirely different methods and accordingly are puzzled by or critical of modern methods'. Teachers must therefore 'take active steps to make parents

acquainted with new developments in reading by means of demonstrations, discussions and other procedures'.

One would, indeed, like to know more as to how the battle for activity is going in the United States, both on the school and on the home fronts. Miss D. E. M. Gardener's most convincing *Testing Results in the Infants School* is included in the disappointingly short list of researches that have shown that 'children . . . taught by early informal methods seem to gain in later powers of persistence, intelligent application and understanding over children in classes where formal reading is begun immediately in the first grade'.

Robert Allan

First View : Stories of Children, selected with a foreword by G. F. Green. (Faber & Faber, 10/6).

These thirteen short stories that Mr. Green has thought fit to collect together into one volume have two things in common: they are all about children (emphatically NOT FOR children) and they are all the work of skilled craftsmen at the most difficult of literary arts. The selection ranges from well-known favourites like E. M. Forster's

SPEECH TRAINING

for

CHILDREN

H. St. J. Rumsey

Speech Therapist at Guy's Hospital

A revised edition is now ready of a practical, simple handbook which should be available in every school.

6s. net

from booksellers

FREDERICK MULLER

29 Great James Street, W.C.1

The Celestial Omnibus, Lawrence's *The Rocking Horse Winner* and Graham Greene's *The Basement Room* through James Joyce and Walter de la Mare to Alun Lewis, Dylan Thomas and Mr. G. F. Green himself. All possible changes of mood are caught and held pregnant with meaning—in the foreword we are told that the aim has been to show a variation on a theme, that of the child's view of the world, and that each story has been finally selected to help create a complete view. And yet . . . well, for your reviewer at least much more is revealed than perhaps Mr. G. F. Green intended.

This world of children to which we are offered admittance is, with two solitary exceptions, a ghost world, a world peopled with the kind of small boy we should have liked to be or that we fondly imagine ourselves to have been in response to the promptings of an ever strong self-regarding sentiment. Thus, the stories offer us not so much patterns OF childhood, blueprints which show clearly to our own satisfaction how we might have scored in such-and-such a situation had we been able to couple childish innocence and vision with adult sophistication.

The two exceptions are James Joyce's *Araby* and Denton Welch's *Narcissus Bay*. The former cannot help but faithfully chronicle—therein

lies all his genius; the latter, a premature invalid, had nothing to sustain him but the clear-cut vision of an all too close childhood. All the rest of the authors represented embroider and strain too often after effect, and it is only when they forget what they are up to that flashes of real insight illumine their work.

Two or three questions of general interest. Why are all the stories about boys? Is the feminine mind too subtle or too practical to attempt to unravel what has already been spun? And why are most of the stories about a particular kind of boy—the boy who is patently growing up to become one with the author who creates him? There is no 'emotion recollected in tranquillity' here (with the exception of Joyce and Welch) but on the contrary a deliberate stirring of the tranquillity. I have a suspicion that we shall have to wait a long time for an English equivalent of '*Le Grand Meaulnes*', or '*Poil de Carotte*'. But then, the stories are first-class examples of English literary short-story style, and good entertainment. Let us be grateful for that. When 'All, all are gone, the old familiar faces' and nostalgic brooding over parents who loved too little or too much has been worked out, who knows? Perhaps the really objective study of childhood will emerge.

Vernon Mallinson

Education for International Understanding. Selected addresses to the International Education Conference held in Australia, 1946. Ed. Rupert J. Best (N.E.F. Federal Council, Australia, 27 St. John's Avenue, Gordon, N.S.W.). 13/- sterling, post free.

Could people be expected to want to read a series of papers given at an N.E.F. Conference held in late 1946 in Australia, even though they came from outstanding educators of eleven countries, representing 56 per cent. of the world's population?

Not perhaps until they know about them. For this is indeed a *must* book: it should be off the shelves of all Common Rooms and Training Establishments, open, in someone's hands. It contains thoughts of burning, compelling sincerity, expressed in beautiful, non-technical prose: thoughts which nag at the conscience.

And the layout? Sections I to IV state the problem and lay the bases for understanding. Sections V to VI contain moving chapters on race, colour, creed and war devastations. In simple, quiet words, Walter Scott pleads for his fellow aborigines. This section challenges the first as if to say: '*That is how things ought to be: this is how they are.*' Sections VII to X relate the problem to the child, adolescent, adult and teacher.

First-class editing on the whole, although Sections XI to XIII could have been profitably absorbed under the above headings. Educational philosophy and psychology (Section XIII) is an uneasy conglomeration. Then why should the various papers on countries in peace and war be scattered? Poland in particular, lies around like a dismembered corpse. English readers will be all too familiar with the chapters on the 1944 Act and there is a glaring gap between the child 0-2 years and the adolescent. No Young Teacher or—greater omission—no Youth has had the opportunity of expressing what he feels.

Despite these limitations the book has very real merit. What were the chief impressions? A realization that:

(a) This problem of International Understanding is both universal and desperate, while we grope through lack of experience.

(b) The time has come to react against 'overintellectualization'. Now the heart and the soul must speak and the mind obey. The key is in Single- rather than Nimble-mindedness (S. H. Wood). Why did men crack under the terrible strain of military occupa-

Playing with the elements...



WATER TROLLEY

Children can have a lot of fun with this portable Water Trolley without coming to any harm. The aluminium tank has an anti-splash lip, and fits into a tubular steel frame, enamelled turquoise. Tank is also fitted with a drain screwed from below, and allows a pail to be slipped underneath for emptying. The Trolley has two fixed castors and two rubber feet; it can be moved when required by raising one end. Dimensions: Height 22", Width 20", Length 30", Depth 7".

PRICE £7 17 6 net,
plus P.T. £2 2 0

NURSERY PLAYSUITS

Ideal for outdoor play in damp and cold weather. This approved design allows plenty of room inside for warm clothing and the material is durable, wind and waterproof and washable.

Size 1, 2½–3½ years, 13/- each net

Size 2, 4–5 years, 15/- each net



THE EDUCATIONAL SUPPLY ASSOCIATION LIMITED

Esavian House, 181, High Holborn, London, W.C.1. Tel: Holborn 9116
101, Wellington Street, Glasgow, C.2. Tel: Central 2369

tion? In Denmark because culture rested on 'a very one-sided development of the intellect without a corresponding growth of moral strength' (Kees Boeke). In Poland the intensive emotional stress of applying a double moral code proved too much for the average person. Therefore man must be encouraged 'to feel the need' of co-operation (K. G. Saiyidain) especially since 'most of us merely feel our way to think' (J. M. Brew). Right feeling must precede right action.

(c) The answer lies not with the individualist but with the individual, that 'unrepeatable experiment of God' (S. H. Wood) whose basic needs are simple and in whom Peace and War are writ potentially large.

(d) As teachers we must strive constantly for the vision and capacity to think, feel, experience and inspire (M. A. Payne).

Where lies the true hope of the 'pacification of the world' (Kees Boeke) if not in these lovely words of Muriel A. Payne: 'I feel that the child is the only centre of unification which can instantly transform human relationship and break down the barriers of class, creed, race and political ambition.'

When reading this book the question 'How do you measure up since 1946 to these challenges?' returned again and again. But remorse kept bitter silence.

K. Millins

Eagle:—the National Strip Cartoon Weekly—Friday, 3d. (Hulton Press, Ltd.)

Eagle is a serious attempt to provide not only an innocuous but a construc-

tive alternative to the usual comics, particularly those which are seeping across the Atlantic. It is said to be having phenomenal sales. Here is what two eleven-year-olds volunteered indignantly to their mothers:

'You don't like comics but this *Eagle's* jolly good. It really teaches you a lot. Of course there are a lot of exciting things and a serial to make you feel you're not being taught all the time, but there's a very good bit about Radar in this one, and if there's something you don't understand you can write and ask the proper man about it and he can tell you . . . and there's Scripture, only the picture's bad—Saul looks as though he's trying to stop them, not egging them on . . . there are some jokes in it but so far it isn't as funny as a real comic.'

Directory of Schools

KILQUHANITY HOUSE

CASTLE DOUGLAS

SCOTLAND

FOR BOYS AND GIRLS 3-18 YEARS

Established in 1940, Kilquhanity House frankly owes its inception to the work of A. S. Neill, who now considers it in the direct line of his own school and that of Homer Lane. It does not, however, cater for problem children. In practice there is an attempt to combine the traditional thoroughness of Scottish education with self-government for the pupils. Activity methods are used throughout, and the teaching staff is qualified to the standards demanded by the Scottish Education Department, which inspects the school. There is ample opportunity for practice in all the creative arts. A small mixed farm is a fundamental part—as distinct from an adjunct—of the school. The diet is on food reform lines, though children do not require to be vegetarian.

Fees : £150-£180 PER ANNUM

Headmaster : J. M. AITKENHEAD, M.A. (Hons.), Ed.B.

DARTINGTON HALL

TOTNES

DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools.

Fees : £180-£210 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

MOORLAND SCHOOL

CLITHEROE, LANCS.

A co-educational boarding school where, in a happy atmosphere and beautiful surroundings, children from 4-13 are given a sound educational foundation.

Principals : Gerald S. Atkinson and Kathleen J. Atkinson, L.R.A.M., A.R.C.M.

PINEWOOD,

AMWELLBURY, HERTS.

Home school for boys and girls 4 to 14, where diet, environment, psychology and teaching methods maintain health and happiness.

Elizabeth Strachan.

Ware 52

Directory of Schools—continued

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL URBAN, ELEANOR URBAN, M.A. (Oxon.)

Practical and cultural education for boys and girls (10-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows. Fees : £150.

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years
Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

S H E R R A R D S W O O D S C H O O L

WELWYN GARDEN CITY, HERTS.

Headmaster :

J. D. EASTWOOD, M.A. (Oxon.)

A Co-educational Day and Boarding School for 260 children aged 4-18; boarders 11-18.

Modern methods combined with best elements in the traditional approach.

Emphasis on the individual : small classes : small bedrooms.

Co-operation fostered by means of competition between groups. Atmosphere of freedom, combined with toleration and respect for others.

Froebel (Junior) and Graduate (Senior) teaching Staff : broad general education, including Music, Art, Handicrafts and Dramatics, leading to specialist Sixth Form work.

Boarding Fees : 55 guineas per term.

Prospectus on application to the Headmaster.

WYCOMBE COURT

LANE END - Nr. High Wycombe

Boarding School for girls (8-18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

Principals : MISS M. E. BOYLE, B.A.
MISS H. J. ROBINSON, N.F.U.

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1951.

MOIRA HOUSE SCHOOL EASTBOURNE.

Telephone 210.

Recognized by the Ministry of Education.

Boarding School for Girls from 7½ to 18.

Principal : Miss MONA SWANN.

Vice-Principal : Miss EDITH TIZZARD, B.A., Hons. Lond.

ST. CATHERINE'S SCHOOL, Almondsbury, near BRISTOL.

Co-Educational Boarding. All Ages.

400 Feet up, looking on to Channel and Welsh Hills.

Vegetarian Food Reform Diet.

Music, Art, Margaret Morris Movement, Crafts.

57 guineas per term.

Ralph Cooper, M.A., and Joyce Cooper.

PENDRAGON HALL

59 Bath Road, Reading, Berks.

A co-educational boarding and day school for children between 5 and 14 years of age. Original curriculum designed to foster individual growth and social responsibility.

Also TRAINING SCHOOL FOR MARGARET MORRIS MOVEMENT (Southern Centre)

The new Theatre is being built and there are vacancies for students (aged 14 or over) who wish to make a career of Margaret Morris Movement in its teaching, medical or stage aspects. Dennis March, B.A. Sylvia March, L.R.A.M. Claire Cassidy, M.M.M.

THE NEW ERA

IN HOME AND SCHOOL

THE MEANING AND MARKING OF IMAGINATIVE COMPOSITION¹

1. After some months of preliminary discussion ranging over a wide field, we selected and set out our problem in the following terms. Here were ten or eleven teachers of English who one and all believed that they could recognize an imaginative composition when they saw one, and assess its merit with a mark out of a hundred: we could not, however, reach agreement in discussion as to what we meant by an imaginative composition. What aims do we set before the children when they write one? What criteria do we have in mind when we mark one? What values underlie our belief in the importance of such work?

We shall not describe here our first attempt which was in the nature of a 'pilot experiment'. In our main investigation we set out to discover what criteria we used in practice in marking imaginative compositions. The material—sets of children's compositions—was assembled and dealt with in the manner described below.

THE MAIN INVESTIGATION

2. The Essay Subjects

Three subjects were chosen—varied, but aimed in each case at stirring efforts of the imagination. In the first subject we wanted to get accurate descriptions of some familiar object freshly seen, or seen in a new light. We wanted the child to use his imagination to look—in imagination—at something which he had seen in fact hundreds of times.

Instructions for setting the work were as follows:

Use some such opening words as: 'I am going to read you a description of a kitchen sink'. Read from Elizabeth Myers *A Well Full of Leaves*, p. 108:

'The candle in the tin candlestick on the window ledge above the sink wagged joyfully

in a little draught from the back-door; the candlestick of tin shone like a candlestick of silver; the candle flame was like a little rose set against the damson-black night looking in through the uncurtained window. The dripping tap on the enamel basin sounded like a springtime bird cheeping, and the kettle, riding the azure circlet of gas on the stove, gave off sounds of importance and pride. Stale water in the enamel bowl had a metallic lustre, giving an impression of a tarn high in the hills. High lights and prisms from the candle caught plates, the sides of cups, and the slopped tea in the saucers. There to be seen were the grease and tomato seeds and vinegar stains on the plates, resolving themselves into whimsical landscapes under the concentrated gaze of some bland potatoes that had not been used at the mid-day dinner.'

Say, 'Has anyone seen a kitchen sink look like this? I want you to describe a familiar object seen in a new light in the way the writer of this passage described the kitchen sink. The composition should be about 100 words in length.'

In the second subject, 'Landscape in a Dream', we tried to provide a stimulus and starting-point from the imaginative experience contained in a poem. We hoped that this subject would cast a wide net, that no child would be left wondering what he was supposed to be doing, and as few as possible would start writing unwillingly. The subject was set as follows:

'First tell the class that they are going to write a composition of about 100 words entitled "A Landscape seen in a Dream". Then read "Kubla Khan from beginning to "And sank in tumult to a lifeless ocean"—once. Ask whether there are any questions regarding meanings of words.

¹ Digest of a Report of the Composition Group of the London Association for the Teaching of English, dated 21st February, 1950.

Read a second time. (The words will *not* be seen by the class.) Say something like: "This is what Coleridge saw in a dream—now I want you to write a description of a landscape *you* might have seen in a dream." "

In contrast, subject number three was set without preparation of any kind, a simple challenge to the individual response: 'Write a postcard to a ghost (length about 100 words).'

We agreed that, whether or not time was given later to finish the composition (at home or at school) not less than fifteen minutes should be spent in writing immediately after the work had been set.

These compositions were set to classes of 14-year-old pupils in members' schools, both Secondary Grammar and Secondary Modern. We chose the age 14 because we hoped there would be a greater uniformity in the type of work done in composition at that stage than there might be at earlier stages.

3. The Four Sets of Essays

From this material four sets of 31 essays were made up, two on the first subject (which we fondly referred to as 'The Kitchen Sink'), one on 'Landscape in a Dream' and one on 'Postcard to a Ghost'.

The figure of 31 was chosen first because we wanted conditions to be similar to real marking conditions, and 30 may be regarded as the average number of pupils in a class; second, because an odd number was preferable for statistical reasons.

The sets of 31 were made up of eight half-sets, one from a Secondary Modern School, one from a Selective Central School, and two each from three Grammar Schools. Compositions were numbered from 1 to 31 in each set, and names of writers were cut off. Sets were not identified in any other way: for the purposes of organization they were called sets A, B, C and D (A and C on 'The Kitchen Sink', B on 'Landscape in a Dream', D on 'Postcard to a Ghost'), but these references were not known to the markers. Four copies of each composition were typed, making five copies in use.

4. The Marking

We had agreed upon four characteristics or criteria, each to be used as the basis for a

PSYCHOLOGICAL BOOKS

A large selection of new and standard books on Educational, Vocational and Child Psychology, Mental Tests, General Psychology, etc., always available.

SECOND-HAND BOOKS. A good selection at greatly reduced prices at 140 Gower Street, W.C.1.

LENDING LIBRARY. Medical and Scientific. Annual Subscription from ONE GUINEA.

PROSPECTUS POST FREE ON REQUEST.

LONDON

H. K. LEWIS & CO., LTD.
136 GOWER STREET, W.C.1

Telephone : EUSTON 4282

separate marking of the compositions. These were :

- (1) General Impression. (By our own personal method; by impression rather than by analysis in search of particular characteristics.)
- (2) To what extent can the reader experience what is presented? (i.e. see, hear, feel, etc.)
- (3) Originality of ideas. To what extent is the writer's view of the subject distinctive? (i.e. as compared with the ideas of the group as a whole.)
- (4) Feeling for words. To what degree does the writer use words (a) strikingly **and** (b) effectively?

Each marker (i.e. each member of the Group, although in fact only seven members of the eleven completed all the markings) marked each set five times: once for each of these four characteristics and once in repetition of one of the tasks. Matters were so arranged that of the twenty tasks which a marker performed every fourth was performed upon the same set of material. The order in which the characteristics were used upon each set was, however, random. Markers did not know which tasks would be repeated or when they were performing a task for the second time. No records were kept by markers themselves and each set of essays was kept only as long as it was required for the single task in hand. Thus in every possible way we tried to eliminate the effects of a marker's memory of previous tasks.

The task itself consisted in putting the 31 essays in a set in order of merit according to the characteristic concerned: and at the same time making any comments that the markers thought

fit (upon the essay or upon the method of assessment).

[In the following account examiners are referred to by numbers I to XI: characteristics are numbered—1 (General Impression), 2 (See, Hear, Feel), 3 (Originality of Ideas), 4 (Feeling for Words): sets of essays are referred to by the letters A (Kitchen Sink), B (Dream Landscape), C (Kitchen Sink again), D (Postcard to a Ghost). Thus Task B3 would be the marking of the Dream Landscape essay for Originality of Ideas.]

5. Summary of Aims

This, then, was our procedure. Before going on to discuss the results, we should like to summarize the aims we had in mind in planning the enquiry.

(i) We hoped first to throw light upon each examiner's bases for marking an imaginative composition by comparing the order of essays in his general impression marking (characteristic (i)) with his own and the group's orders for the other three 'characteristics'.

(ii) We wanted to know to what extent we could agree with each other in our assessments of the essays (*a*) for the various characteristics and (*b*) for the various essay subjects. We might, on this information, be able to make tentative comments on the suitability of the subjects as composition tests, and the effectiveness of the methods of marking we employed. Obviously a method of marking is not a good one if it permits examiners to record widely different results from each other.

(iii) We hoped to learn from the remarking how consistently each examiner was able to mark the various subjects in the various characteristics. If one characteristic seemed to permit of substantially greater consistency on the part of examiners, we should need to consider whether we could in practice use this characteristic as a method of marking in school.

(iv) By comparing the average marks given to individual essays with assessments of their writers' ability in English composition (obtained from their teachers) we should be able to form some opinion as to the effectiveness of a hundred-word essay as a composition test. (Further evidence on this problem might be supplied by the results referred to in paragraph (ii) and (iii) above.)

(v) If we found that there was a tendency for

the gradings for two characteristics in any set to be more like each other where they were carried out in succession, than where they were separated by other tasks on the same set, then this would suggest that the examiner's memory was playing a part.

(vi) We might find differences in the character of examiners' gradings when the material marked contained essays by their own pupils.

6. Methods of Interpreting the Data

Examiners' gradings (i.e. the orders given in respective tasks) were compared with each other in as many combinations as possible, the result of a comparison between any two gradings being shown by an index called a Coefficient of Correlation.

In comparing, one with another, examiners' gradings for General Impression (characteristic 1) we found there was wide disagreement, although there was a tendency for examiners to fall into groups rather than to take up isolated positions.

For characteristics 2, 3 and 4, we calculated average orders, representing so to speak the total view of the examiners concerned. We called this the Determiner and used it as a basis of comparison for individual examiner's General Impression mark, in an attempt to see which of the characteristics most influenced each examiner in his General Impression marking. Again we found diversity, but a marked tendency for characteristic 3—Originality—to play a larger part than the other characteristics.

There is not time here to consider all the results in detail, but we propose to concentrate on one or two aspects.

7. Factor Analysis

By a process of Factor Analysis we were able to examine in greater detail the grouping of examiners referred to above. We were able to perceive two main groups of examiners in each case, and to select those essays in the set concerned which most clearly differentiated them (i.e. those essays on which the two groups most markedly 'agreed to disagree').

8. Grouping of the Examiners in Set A

In the 'kitchen sink' subject, Examiners I, VI, and X (each with a leaning towards characteristics 2—See, Hear, Feel) formed one group: Examiners III, V, and IX (with a leaning towards

characteristic 3—Originality) formed the other. We have printed in two columns below the essays which most clearly differentiated the two groups.

I/VI—(22)

VIII/IX—(25)

HIS DEBUT

The highly-polished wood of the piano glistens in the artificial light. The raised lid reflects the shining ivory and ebony keys like a mirror. The as yet empty stool's leather-work gleams brown, and the golden pedals on the piano are absolutely glittering. The orchestra is gradually filing in, the various instruments catching the light and dazzling the packed audience of the Albert Hall. A mighty burst of applause greets the handsome young pianist of twenty who is making his debut to-night. His black hair shimmers as he takes his bow. He then sits on the leather top of the stool, twists the knobs till he is at the right level, and gives a final wipe to his hands with his snowy handkerchief in his breast pocket, and glances at the conductor. The conductor raises his baton and pianist and orchestra sweep into the Schumann Piano Concerto.

It seems possible, from an inspection of these and the other essays concerned, that the factor which attracts I/VI and repels VIII/IX is connected with 'ordinary' as opposed to 'extraordinary' experience: on the one hand touches of familiarity, everyday realism accurately observed, gain credit and less than average allowance seems to be made for the kind of extravagance which, left to himself, a child might enjoy—comparisons that are striking to the point of crudeness and so on. The opposing group, on the other hand, would probably welcome such fantastic description for its originality and—at least as far as this essay subject is concerned—would reject everyday realism, however vividly called to mind. This interpretation would not be inconsistent with the fact that the characteristic A2 (See, hear, feel) is closer to the view taken by I/VI and A3 (Originality) closer to the view taken by VIII/IX. We may shed further light on this interpretation by referring to the comments made by examiners at the time of

THE PIG BIN

The pig bin glowed like polished silver as the sun rays beat unmercifully on it. The words 'Pig Bin' caught the beams of sun, and shone with a soft, glowing light. The iron chain that linked the bin to a post, clinked like many coins, which added a superior touch to our picture. The contents of the bin were old and had a bad odour, but this counteracted by the brightness of many jewels. The potato peelings, bleached with age, glowed like bits of milky pearls; carrot scrapings mingled with emerald-like scraps of green, whilst cabbages, yellow with age, added to the brightness of this scene. A glinting lid lay nearby to complete the picture.

marking the essays. Comparatively few of the essays are individually referred to by examiners' comments, so that we cannot expect exhaustive evidence from this source, but the following are interesting indications:

(Essays 12 and 22 were marked high by Examiners I, VI, etc.; Essays 11 and 25 by Examiners VIII, IX, etc.)

A. EXAMINERS I, VI, Etc.		
Essay No.	Examiner	
12	I	'Sensible.'
12	I	'An honest attempt to convey an impression.'
22	I	'Careful detail—overacted and a little clumsy, but it communicates.'
11 and 25	I	'Exaggeration to please teacher. Not really believed in. Never really seen.'
11 and 25	I	'Of a badness unusual and rich.'
22	VI	'Competent but facile and conventional.'
(General)	X	'I considered those least good that were purely imaginative and shallow-coloured descriptions for the sake of being descriptive.'

B. EXAMINERS VIII, IX, Etc.		
Essay No.	Examiner	
22	V	'Mark low—personal prejudice against the subject—sentimental generalized description.'
11	V	'... deliberately fanciful in concept and seem not so good in their use of words as those apparently more ordinary ones in which the writers make laborious attempts to describe just what they see.'
11	V	'A whimsical attempt to synthesize the <i>whole</i> scene into something else: the finger nail as a moon—and sea-scape.'
25	VIII	'Very good with vivid powers of evocation by description.'
(General)	III	'Presumably the idea was to give an impression of the <i>unusual</i> —therefore perfectly good ordinary descriptions have to be marked down.'

9. Grouping of the Examiners—Set B

In the Dream subject also there is an implicit demand for what is fanciful, far-fetched and extravagant. We shall not be surprised therefore if our second factor concerns itself once again with some such distinction as we have already described. Examiners I, VIII and VI are this time ranged against Examiners IV, X and VII, and the essays which differentiated most clearly between them are Nos. 12, 26, 29 (favoured by Examiners I, VIII and VI) and 7, 10, 11, 24

(favoured by Examiners IV, X and VII). We print one of each kind below :

I, VIII and VI—(29)	IV, X and VII—(11)
I was standing on the downs watching the sea before me. It was a rough sea. I heard the sound of the great waves breaking as they flung themselves at the breakwater. The gulls were circling and screeching over my head every now and then resting on a huge wave as it came rolling in. Then I saw a ship just appearing over the far horizon struggling to keep its direction on the rough sea.	I dreamt I was walking through a forest, with sweet wild-flowers and blossoming trees. The sunlight was flitting through the trees making haphazard patterns on the earth. Then I heard the sound of rushing water and moving to my left I saw a sparkling waterfall. It was a lovely clear blue and looked as if it was full of glittering stars. I watched the water as it rushed on its way, still sparkling in the sunlight.
It was a wonderful sight—those different greens of the downs with the whites and yellows here and there in little patches of buttercups and daisies. And the deep blue of the sea with the white horses coming up the sands. I felt once or twice the salt spray off the sea upon my face as the waves burst upon the rocks below.	Then I turned and saw a huge silver gate, which had been left open. I moved towards it intrigued. On the other side, masses of flowers were growing ; they were of different shades and varieties, gracefully they swayed in the breeze. I bent to pick some, but everything disappeared and all that was left was a purple mist.

We suggest that the first group prefers an un-dreamlike realism to the illogical unrealism of a dream.

A. EXAMINERS I, VIII AND VI		
Essay No.	Examiner	
29	I	'No dream quality but much successful observation.'
7, 10, 11 (& others)	I	'... derived wholly from Walt Disney . . . I see no purpose in putting them in order as they all achieve total failure in this category (See, hear, feel.)'
B. EXAMINERS IV, X AND VII		
Essay No.	Examiner	
(General)	IV	'I have tried to bear in mind that . . . it is a <i>dream</i> landscape with "Kubla Khan" as a model and that therefore some attempt should have been made to give an impression of a dream's apparently logical irrelevance.'
(General)	X	'My quarrel with these essays would be on the grounds of too great realism. I therefore up-graded anything fantastic, unreal, or otherwise striking . . .'

It is worth noting that this set of essays had the lowest average for examiners' consistency ; i.e. they were not so well able to repeat the grading (for characteristic 3) without changing it (see Section 11). It is clear from an inspection

of the scores that the essays favoured (in their General Impression grading) by Examiners IV, X and VII played an important part in this : it is over these essays that several of the examiners shifted their ground, and they moved away from the view of the Group IV, X and VII towards that of the Group I, VIII, VI. In other words they became less tolerant of the vagueness and illogicality of the dream and more grateful for a little concrete detail, even if commonplace.

10. Reliability of the Marking

We calculated a Reliability Coefficient to indicate the degree to which markers agreed amongst themselves in carrying out a given grading. In nineteen out of the twenty gradings carried out agreement was satisfactory (a coefficient of .7 or higher, where 'unity' would indicate perfect agreement). The unsatisfactory grading was that for characteristic 3 in Set A.

It is interesting to note that this unsatisfactory agreement was mainly due to the divergent view of Examiner I : and that in carrying out this particular task Examiner I wrote the following comment :

'Originality became equated gradually, during my reading of these scripts, with "honesty". Very few of the ideas expressed or metaphors employed were remarkable except for inappropriateness. I therefore tried to estimate the honesty and completeness with which the writers had understood the implications of their images, how far, in fact, they were "images" and how far "counters".'

The fact that this is an original view could account for the divergence of the resulting grading from the average. It might be put forward that when an examiner forms a very low estimate of a whole batch of essays a new factor probably enters in. A comment by the same examiner on another set of essays illuminates his dilemma :

'From here down I can only distinguish the less from the more lunatic. The writers seemed to have searched the world for metaphors and to have chosen them for their peculiarity. I suspect that their success in achieving their own aim is in direct proportion to the badness of the resulting work.'

We have dealt with this point here because, although in general there was a high degree of agreement among examiners, it seems likely that

some of the disagreement that did exist arose from strong reactions, of a similar kind to those quoted, on the part of several of the examiners. Typical comments are :

'I dislike the ghost set with a deep and deadly hatred, but I do my best to be objective'. (VIII.)

'I am so profoundly bored by the subject matter of the remainder that I will attempt no detailed comments. I realize that this boredom will make my conclusions of doubtful value, but I have spent longer on this set than on any other and with less profit'. (I.)

There must, of course, be many disturbing factors combining to cause disagreement among the examiners. Our conception of the characteristic for which we are marking, and the consistency with which we can apply that conception in marking must influence the degree of agreement.

One final point on reliability. It is interesting to notice what happens when a second attempt is made on a task : in the case of characteristic 1 (General Impression) the reliability shows a decrease ; in the case of characteristic 2 it remains unaltered and in the other two cases it shows an increase. If there is a tendency for examiners to agree more in applying a more or less specific criterion at a second attempt, then we might perhaps suppose that the reverse would hold good, and a second attempt at characteristic 1 would serve to drive home individual differences, and so separate examiners from each other (so to speak) rather than bring them together.

11. Self-consistency of the Examiners

This was measured simply by comparing examiners' first and second attempts at performing identical tasks. We have already commented upon the fact that examiners are not so consistent in their marking of Set B as they are in other cases. This we thought resulted from the nature of the particular subject, the depredations, perhaps, of its dreamland descriptions on the patience of the examiners. (See Section 9.)

Beyond this it is only necessary to notice the extreme range of the figures, both within and between examiners, and the very high degree of self-consistency frequently achieved. (One examiner achieved .92, .93, .96, and .98 for the four repeated tasks.)

12. 'Halo Effect' and The Effect of Memory

It was obvious from a glance at the detailed results that in many cases an examiner's gradings for one set of essays bore strong resemblances to each other. On investigation, however, this did not seem to be due to a simple effect of memory, for gradings did not seem more alike when an examiner carried them out in direct succession than when they were more widely separated in time.

We must note, however, that the 'halo effect' may be explained in terms which do not refer to memory. We have described it, we believe, in the sense in which it is usually used, but a different interpretation is implied in some of the references in Hartog's *The Marking of English Essays*. By this the halo effect might describe a process by which the examiner, meeting a composition for the first time in order, shall we say, to give it a mark for punctuation, reads it, forms a general impression, and is thereafter unable to free himself from this impression sufficiently to give a mark on punctuation alone. In a similar way we may often find it difficult to form a fair estimate of someone's ability to teach music or type letters or stick on stamps when their whole personality charms or repels us. Our method clearly would not reveal 'halo' in this sense, and it seems likely that a process of this nature partly explains the resemblances we have found between the criteria.

13. Marking Your Own Forms

Since each of our sets of essays was made up of two half-sets drawn from different schools, we could divide the marks obtained in such a way as to compare school with school. We found there were real hazards involved in attempting to mark the products of other people's teaching alongside one's own. No discrepancies of this kind appeared in Set B, and they were negligible in Set D. In the case of Sets A and C, however (both on the Kitchen Sink subject), the teacher of one of the half-sets (in each case) disagreed strongly with all his colleagues, his divergent views being in favour of his own half-set. There seems to be evidence once again that the Kitchen Sink subject engaged examiners' personal tastes more than the other subjects did.

14. The Hundred-word Composition as a Test

Does the hundred-word composition really give any indication of its writer's ability, in general,

to write? We have a little evidence to offer: we obtained (in 1950) teachers' estimates of the ability in composition of the children who (in 1948) wrote the essays we used. To give a fairer picture we have compared the teachers' assessments with the average orders for each of the characteristics in turn. (The examiner giving the teacher's assessment is indicated).

	1	2	3	4
Set A (I)	.61	.49	.46	.61
(III)	.24	.18	.66	.53
Set B (X)	.43	.15	.24	.54
(VII)	-.21	-.08	-.14	-.37
Set C (I)	.75	.75	.65	.71
(IV)	.70	.67	.53	.84
Set D (IV)	.54	.65	.64	.66
(VII)	.62	.56	.52	.60

We consider this result most promising; and we hope the enquiry in this direction will be taken further. In particular we should like to see a set of, say, three compositions of a hundred words and three long compositions (all six by the same writers in each case, and written, of course, on six different subjects), compared with each other and with the order obtained from the whole set taken together. There seems to be a reasonable hope that three of the hundred-word essays might together make a very sound test.

15. Conclusions

In the past sections we have written our results up in what might be called their 'crude form'. We do not want to do more because, in the first place, our results would not yield anything conclusive, and in the second place we believe that the method we have used—at least as far as we are able to use it—is better suited to 'opening

up' a subject than 'sealing it off'. We hope, however, that practical conclusions will in time be drawn from our results, both by individual teachers in their teaching, and by dint of further investigation of some of the points we have raised.

16. Summary

Meanwhile we sum up our views on one or two points as follows:

(1) The hundred-word composition as a test is well worth further consideration.

(2) As subjects for such a test we do not recommend our 'Landscape in a Dream'. The subtler effects of 'Kubla Khan' seem to have missed their mark and the visual dream-imagery to have been a stimulus of the wrong kind. We recommend the other two subjects with appropriate reservations. In the case of the 'Kitchen Sink' subject we suggest that it is not sufficient to supply a model without also restricting the theme in some way: the variety of subject matter in our case led to less reliable marking—a stricture that obviously applies only where more than one examiner has to mark the essays. We should therefore in such cases give a model *and* suggest a theme. The 'Postcard to a Ghost' produced essays which could be reliably marked (in spite of the lack of preparatory work in setting it).

(3) We recommend the general method of assessment we have used, provided useful 'characteristics' can be found to form bases; i.e. the method seems to us to have practical possibilities, but more work will have to be done on it.

. . . A Comment on this Research

M. L. Hourd

IT has now become clear from the many investigations on the subject that the marking of compositions even by the most experienced examiners is extremely unreliable, and any investigation which can throw new comment upon this problem is to be welcomed. In this investigation two most significant issues have arisen in the light of which all experiments of this kind should be judged.

At the outset it appears that the examiners, though each felt he knew an imaginative composition when he saw one, were in considerable

disagreement about the separate qualities which went to the making of it; whilst their comments at the end shew remarkable agreement upon the fact that in the scripts which they received the very quality they were marking was more or less absent—and this several of them express with mounting frustration and indignation, so that one of them is led to the conclusion that originality is equated with honesty. How right he is. The essays reproduced here are on the whole dishonest expressions of feeling.

I would like to look at this point first and try

to discover why these compositions have failed, especially when the teachers set out with the clearly-defined aim to achieve 'accurate descriptions of some familiar object freshly seen'. Here is Coleridge's definition of imagination as combining 'the sense of novelty and freshness with old and familiar things'.¹ It is ancient wisdom too. Horace advised authors not to frame new words, but to use old ones in a new way. In short, it is the artist's job. But where does this new way come from? It must surely arise from the personal vision of the writer and not be borrowed from somebody else and stuck on. It must be new growth, not a patched-up affair. The children whose essays are quoted here would seem to be intelligent, imaginative people. They were quick to see that Elizabeth Myers has worked by way of simile and analogy and they have copied the method. But the two worlds which she has united—the world of stale and familiar things and the world of precious and rare things—were both equally loved by her. One does not doubt that she had a particular hill-tarn in view. But the children have not done this. They are not using their own loving responses to a world known to them—and so, as one examiner put it, they are employing counters and not images. Whenever in compositions we meet phrases like 'added to the brightness of', 'completes the picture', we know we are in a stuck-on world.

The examiners were aware of this lack and they thought the subjects were largely to blame. Here I think they were mistaken. Almost any imaginative piece of writing can serve a man, as Keats says, 'as a starting post towards all "the two and thirty—Palaces—"', and so it can a child. I would suggest that three things may have accounted for the poverty of the work:

1. The conditions of the investigation, i.e. the word-limit and the fact that in the teacher's mind there was perhaps an examination feeling. But I cannot think that this accounted for very much—the word-limit may even have been a stimulus like the frame to a picture, or the fourteen lines of a sonnet.

2. More important—by placing these passages before the children as 'models', imitation rather than imagination was invited.

3. Most important: it was, I think, the direct wording and approach of the teacher which

brought out the stuck-on kind of newness instead of the newness of new growth. Had the teacher after reading the kitchen sink passage said: 'Choose some familiar subject or any subject which this passage has suggested to you and write about it in any way you like', I think something more genuine would have resulted. Perhaps it could be argued that by this method the children would be left wondering what they were supposed to do. That is surely not a bad thing. The imaginative ones would not be left very long—and it is those whom we are trying to discover.

Whenever a piece of imaginative writing is read to a child, he is stirred on both conscious and unconscious levels, and the teacher's question, if rightly asked, is an invitation to him to do what we are all wanting to do all the time—to make a more harmonious whole of our lives by bringing these two worlds together. *This is the imaginative urge.* There is no doubt that this is what both Elizabeth Myers and Coleridge are doing in very different ways, but with a much greater degree of fusion in Coleridge. And yet the children's passages in no way reflect these differences. And is one surprised? One cannot command the dream, of all things, but one can read Coleridge and allow him to do his work. I have vivid memories of how obstinate I felt at school when I was commissioned to produce the dream piece. But at the same time how well I remember those vistas of thought and feeling that unrolled before me as I listened to the English mistress read 'The Vision of Mirza'. I think I was sorry that no one collected those 'cloudy symbols', that no one said: 'Write about anything that this passage has suggested to you in any way you like.' But had she said: 'Now write a vision you might have seen from a hill-top,' one part of me I expect would have been a little relieved, and like these children I would have produced an Addisonian piece—an imitation. But another side would have been deprived, and bits of psychic vision would have remained untouched 'by that synthetic and magical power, to which we have exclusively appropriated the name of Imagination'.² The reason for reading 'Kubla Khan' is not that the child shall give the same sort of thing back in watered-down terms, but that by placing him in the company of imaginative minds we invite him to be imaginative *on his own ground*, just as by being with really loving

¹ *Biographia Literaria*: S. T. Coleridge. Chap. XIV.

² *Ibid.*

people we learn how to love. In these two methods of prompting original work lies all the difference between imitation and instruction as a method of education and suggestion and trust.

'All very well,' I expect these investigators are ready to exclaim, 'but we wanted something we could mark with some degree of reliability, and these essays of yours would probably be so different in subject matter and method of approach that we should find our task more difficult. We had, in fact, come to the conclusion that we should limit the topic still further, both give a model and suggest a theme.' Are we then to sacrifice imaginative expression to reliability of marking? Or are we to conclude that if we have the former we cannot have the latter? At this point let us look at this discrepancy already mentioned between the examiners' certainty that they knew an imaginative composition when they saw one, and their uncertainty about the criteria to be used as a basis for marking. Here I think they are in the position in which they placed the children. Instead of using their own intuition in the marking they are constructing a standard of values outside themselves—making, in fact, another kind of stuck-on world by trying to separate parts from the wholes in which they function and treating them as separable, measurable entities; and this accounts for their uneasiness.

I have always been most forcibly struck by the fact that accounts of imagination by the poets and artists of all ages, whilst very closely in line with the definitions of psycho-analysis¹, are quite out of focus with those of most academic psychologists, and this is because in the attempt to isolate factors for analysis the latter have inevitably been led to lay more stress upon the cognitive aspects; whereas they are dealing with a quality which perhaps more than any other relates to the functioning of personality on all levels. Burt, in a recent review of the results of Factor Analysis, realizes that when he comes to deal with productive imagination he is faced with a factor which is 'highly complex and capable of further analysis'.² Surely capable of much further analysis, but not only in the field of cognitive activity, otherwise we shall find it is

something else we are analysing under that name. It might, of course, be equally open to objection that the psycho-analytic approach stresses too exclusively the emotional constituents. But both the analyst and the poet are dealing with emotion *during the process of its transformation into thought*.

To sum up, these examiners have in their planned purpose set up an idea of creativeness, originality, word effectiveness and so on, but each individual when he began to mark was looking for original ideas—living words. They found themselves in the position of all idealistic moralizers when they discover that the ideal is something different from what they know will satisfy them. And children, who are much more obedient than we ever give them credit for being, generally try to come up to our ideal of them; and so here they have tried to produce qualities and methods instead of ideas and things by copying the model put before them, whilst all the time 'the milk of paradise' was waiting to nourish the unconscious sources of their imagination. To me the most encouraging part of this investigation lies in the final revolt of some of the examiners, and especially that of the disturbing factor who upset the apple-cart. 'The writers seem to have searched the world for metaphors and to have chosen them for their peculiarity. I suspect that their success in achieving their own aim is in direct proportion to the badness of the resulting work.' Instead of measuring the degree of his divergence from the average view, would it not be more profitable to search for the cause of it? I suspect that his harsh criticism is wrapped up with his not getting what he wanted. He is a little hard on the children—after all, was it entirely their fault? But this examiner deals out some healthy comments all the same.

It is surely inevitable that there will be disparity in marking original compositions. I would suggest that the best way to reduce this is by educating teachers to trust their own creative responses, both in presenting material and in marking it, and at the same time to develop in them some degree of psychological awareness of how these responses are arrived at, both in themselves and in the children. For a method of marking which achieves some degree of consistency but lessens the value of the thing marked is hardly to be recommended.

¹ See particularly *On Not Being Able to Paint* by Joanna Field. (Heinemann.)

² 'The Structure of the Mind': A Review of the Results of Factor Analysis: Sir Cyril Burt. *The Brit. Journ. of Ed. Psychology*, Nov. 1949.

AN EXPERIMENT IN TRAINING COLLEGE SELECTION

David Jordan, M.A., B.Sc., Principal of Dudley Training College, Worcestershire.

FEW will now need to be persuaded that the personal calibre of the teachers in the schools is of immense importance to the children and to the community as a whole. And since teachers wield such an influence over the pliable minds of growing children it is imperative that they shall be carefully selected before being allowed to commence a period of training.

In the past the College authorities, in making their selection, have mainly used the evidence of scholastic attainment given by school and higher school certificate results, the confidential reports of the head of the applicant's secondary grammar school, a medical report, and the impression gained from a personal interview; and of these the latter was probably of the greatest importance. The practice with regard to personal interviews varied from College to College, but the large number of applicants to be interviewed in any given year, together with their wide geographical scatter, made an extended interview rather difficult. Possibly an average length of time was 15-30 minutes, and the type of questions asked, and the answers viewed as being favourable, varied according to the outlook and ideas of the College Principal. At Dudley Training College from 1946 to 1949 applicants were, in general, interviewed by two members of staff sitting together, and then by the Principal. The degree of unanimity in the personal assessments of the interviewers suggested that, although the assessment was clearly a subjective one, and although no attempt had been made to define in detail the qualities deemed desirable or undesirable, sensible people selecting a person to take his place in a known educational environment tend to make much the same overall assessment even though they may differ in their description of its components.

In spite of the high correlation between our separate personal assessments we felt at Dudley that we ought to obtain some subsidiary evidence, in particular to help us to discriminate in marginal cases. The academically brilliant, socially mature, and professionally desirable applicants are quite easy to select; and similarly the unintelligent, socially maladjusted, and vocationally

vague soon reveal themselves. The difficulty of discrimination comes in selecting from the large proportion of 'average' applicants, some of whom may develop very considerably in a stimulating educational environment while others may be incapable of meeting the challenge of the College course in a positive way.

The difficulties in the way of increasing the amount of available information about a candidate for a College place are both theoretical and practical. What kind of information should be sought? What qualities are necessary and desirable in an intending teacher? These and similar questions need to be answered in some measure before a battery of test situations can be prepared. But even when the answers are known the practical difficulties are considerable.

Practical Difficulties

Dudley Training College, like many others, has no surplus residential accommodation. Its candidates come from as far afield as Cornwall, S. Wales, Kent, Northumberland, and Cumberland. This means that even for a brief interview candidates must either be given accommodation in a College hostel or seek it for themselves in an hotel. Further, if extended tests were to be used practically the whole of the College staff would be needed to take part in the work. It seemed, therefore, that such interviewing and testing could only take place out of the normal term time and would need to be concentrated into a few days. Actually the practical difficulties were the easiest to overcome and it was found possible to interview and test 96 candidates in two days, giving half a day to each candidate for actual testing in addition to unscheduled observation in the College hostels. The bulk of our first preference candidates for the session beginning September 1950 were interviewed before Christmas 1949, thus ensuring to those we had to pass on to other Colleges the maximum chance of being accepted elsewhere.

To those unfamiliar with the working of the Training Colleges Clearing House it may be necessary to say that all applicants to Training

Colleges apply to three Colleges which they place in order of preference. A form of application must first be dealt with by the first preference College and the applicant can only be considered by other Colleges as his form is 'passed on' in turn from the first preference College to the second, and so on. The important thing from the applicants point of view is that his application should be considered as soon as possible by his first preference College, so that if he is not accepted his form is passed on before the other Colleges have filled their provisional lists of acceptances. In our case the experiment I am describing provided more material upon which to base a judgment and also enabled us to get our interviewing done very early in the session.

Organization

The actual organization of a typical half day of interviewing will be of interest because so often schemes that seem theoretically sound break down in practice through bad organization. Good organization is always based upon an imaginative construction of the whole situation before the event; it defines the elements in the situation clearly so that each individual is free to think about his own part without having to worry about whether it will fit into the total pattern. A bad organizer will fail to envisage the complete pattern; makes untidy arrangements with a large margin of probable error, and then blames or hustles the persons co-operating when all does not run smoothly. We know the kind of scheme we had in mind would need careful timing and that the times scheduled would have to be carefully observed by everyone, so the draft time-table was discussed in a meeting attended by all who were to take part, and everyone knew what type of tests or interviews were being conducted by his colleagues. I am sure this is necessary to avoid the operation of unconscious resistances which might jeopardize the success of an essentially co-operative scheme.

We decided that our battery should be an Intelligence Test (30 minutes); Statement of Interests (10 minutes); General Information Test (10 minutes); Group Discussion (40 minutes); Sensitivity Test (40 minutes); Interview by two members of Staff (20 minutes); Interview by Principal or Vice-Principal (10 minutes). It is possible to give this battery to 24 applicants between 9 a.m. and 12.45 p.m. or 2.0 p.m. and

5.45 p.m., with a break for coffee or tea interval respectively. This was the way it was timed:

9.0-9.35.—Welcome by the Principal; Filling up Interests Blank and General Information Test.

9.40-10.10. Intelligence Test.

10.15-10.55.

Group I (8 applicants). Group Discussion.

Group II (8 „). Sensitivity Test.

Group III (8 „). Interviews.

11.0 -11.15. Coffee Interval.

11.20-12.0 noon. Groups rotate.

12.5 -12.45 p.m. Groups rotate.

Four interviewing teams, each of two members of staff, were needed, two teams to work in conjunction with the Principal, and two with the Vice-Principal. It was then possible for eight students to be interviewed each 40 minutes.

To save the candidates any anxiety in moving about the building each group had two present students attached to it as guides, and their comments on the members of their group were of considerable interest. The same students were also able to observe the applicants in the hostel and gather some conclusions as to their general social adjustment. On the side of organization it only remains to add that we used two days of an extended half-term holiday in the Autumn term, and the first two days of the Christmas vacation for the bulk of the interviewing. All the members of the staff except one volunteered to take part, and by this concerted co-operative effort over 200 candidates were interviewed during the Autumn term.

Test Materials

The preparation of the battery of test materials was discussed with Mr. Burroughs, Research Fellow at the University of Birmingham Institute of Education, who had been conducting some experimental work in selection in connection with the University Department of Education. He very generously supplied a dossier of his own material and gave us permission to use his form of General Knowledge Test and Interests Blank.

The Interests Blank was used primarily as a basis for conversation during interview. Questioning could elicit the degree of accuracy with which it had been filled in, and how far the given information was the result of imagination rather than experience. A check list on the left hand

side indicated in some detail the major types of interest, and the candidate was asked to give some account of his interests and also to state what interests he would have liked to develop if the opportunity had been presented to him.

The *General Information Test* consisted of two sheets, each containing a numbered list of 24 well known people from varying walks of life. Descriptions of 38 of them were also given in random order and the candidates had to put against the descriptions the number of the appropriate person. Examples of the kind of person named are: F. E. Blankers-Koen, Thomas Beecham, Van Gogh, Eisenhower, Don Bradman, Stafford Cripps, Adrian Boult, John Galsworthy, Paul Robeson, Eve Curie, Baroness Orczy, Compton Mackenzie. It is not therefore surprising that 35 per cent. of the group scored 80 per cent. of correct answers and only 20 per cent. scored less than half marks. What is perhaps more surprising is that one candidate knew only one answer and seven knew thirteen or less. Results were classified on a 5-point scale A-E in the proportions 10, 20, 40, 20, 10.

Intelligence Test

The intelligence test used was a standardized verbal test for which the norms for a grammar school population were given in terms of percentile ranks. These were also graded from A-E on a five-point scale and our results for the whole group of 200 men and women worked out in the following proportions :

A	B	C	D	E
8%	36%	39%	15%	2%
The men scored higher than the women, about 10 per cent. more men than women being in the B category, 15 per cent. less in the C category, and 3 per cent. more in the D category. Being rather interested in these intelligence test results the College staff selected 30 second-year students in the following College grades as all-round assessments of personal and academic effectiveness, in the given proportions.				
A	B	C	D	E
10	20	40	20	10

Students were only included if a unanimous verdict was given about their category, but in spite of this the results on the Intelligence Test for these 30 students were :

A	B	C	D	E
15	7	8	0	0
50%	25%	25%	0	0

These figures are sufficiently interesting for us to

want to check up at a later stage on the Intelligence Test results for the students whom we are admitting this year.

Group Discussion

The group for discussion was a leaderless one. An appropriate part of the film 'Learning by experience' was thrown on a screen and the group left entirely to itself to initiate and continue the discussion. An experienced member of Staff sat outside the circle making check marks for each person in terms of the extent and quality of contribution, the results of which were finally transferred to the following scales :

EXTENT OF CONTRIBUTION				
E	D	C	B	A
Nothing to say	Very little to say	Average	Made a good contribution	Contributed very freely
QUALITY OF CONTRIBUTION				
E	D	C	B	A
None made	Contributions rather irrelevant	Average	Made some good points	An extremely thoughtful and constructive contribution

Although no attempt was made to produce a normal distribution of results the final scores on the five-point scale were in the proportions 13, 18, 40, 23, 6. This gives a close approximation to a normal frequency curve.

Sensitivity Test

Since this type of test is, as far as I know, quite new, a fairly exhaustive account needs to be given. In discussing the types of test material already in use we felt that most of them tended to test competence in dealing with logical processes. Most sub-tests in an intelligence test are of that nature. While the perception of relationships and the capacity to educe correlates is fundamental to human competence in many areas of thought and action we felt that a capacity for sensitive imaginative response was a very important quality in a teacher. One cannot be sensitively responsive to an idea one cannot understand or to a relation one cannot perceive, but it is possible to perceive a relationship and understand an idea purely as an intellectual concept. In addition to intellectual apprehension of the elements in an experience there is also the capacity to respond sensitively and qualitatively to the nature of the experience. In situations involving persons some people have the capacity

to analyse the processes which are determining the action of individuals, without being sensitively aware of the total situation and the needs of the individual within it. The really successful teacher is often a person with a quick imaginative response to the needs of human situations and a lively sensitivity to the feeling tone of a poem, a picture, or a sonata rather than a person who can talk glibly (and possibly accurately) about psychological processes or analyse rhyming schemes, colour tones, or musical patterns. The intellectual approach is often analytical; it dissects to understand, and comprehends future situations in terms of a previous experience of dissection. The imaginative, sensitive comprehension of a total situation is more synthetic in type; relationships are seen within the total complex context of a group; and a wholehearted response is made to a total aesthetic experience. One sees this difference of attitude in the approach to poetry in schools, in the unimaginative dissection of a poem into words and phrases to discover their content of meaning, compared with the reading of the poem as an imaginative aesthetic experience. In this sensitivity test we are trying to discover whether the applicants have a quality of response which will be needed by teachers who are to follow the method advocated by Marjorie Hourd in her book 'The Education of the Poetic Spirit'.

Forty minutes were given to the sensitivity test, which consisted of two parts. The applicants were first presented with seven short passages of verse and imaginative prose and asked to write down briefly their impressions of the passages. They were then presented with two sets of reproductions of paintings, six in each set. As human situations were the material for group discussions the pictures chosen were not concerned with human figures or groupings, but with landscapes. The first set was all studies of trees and the other, studies of water. It was felt that a common element in the pictorial studies would make comparison and comment more easy for the applicants and judgment less difficult for the examiner. A five-point scale of marking A-E was used:

E	D	C	B	A
Very limited	Commonplace	Average	Sensitive	Highly sensitive

Obviously there can be no completely objective

standard of assessment since the answers cannot be right or wrong. They are rather personal impressions which need to be evaluated in terms of the sensitivity they reveal. The marking of this test, like the discussion, must be done by a person who needs to be capable of evaluating an answer in terms other than his own agreement or disagreement.

No great variation in quality of response was found to the paintings as compared with the verse and prose extracts; the applicants tended to react sensitively or insensitively to both types of stimulus though the paintings aroused the more vivid responses. The test is, of course, a test of the applicant's ability to express his responses verbally, but the capacity to frame verbal descriptions of imaginative responses is, we feel, an extremely important part of a teacher's equipment.

The Interviews

The applicants were first given a twenty minute interview by two members of staff sitting together. One of these was mainly responsible for the questions asked and for filling up the normal College interviewing form which records the applicant's reading and other interests, favourite school subjects, and a note on appearance, speech, etc. The probable College course was also discussed and an assessment given for academic quality and general desirability. The second member of staff had a check list to be filled in for the following qualities: makes a good first impression; is attractive in appearance; has a pleasant voice; is cheerful and friendly; is mature; is sincere; is skilled in verbal expression; is intellectually alert; is enthusiastic about teaching. Impressions were recorded on the following scale:

E	D	C	B	A
Strongly disagree	Disagree	No strong impression	Agree	Strongly agree

The two members of staff then conferred together to rate the candidate's suitability for teaching as:

E	D	C	B	A
Poor	Fair	Good	V. Good	Exceptional

The applicants then had a shorter interview with the Principal or Vice-Principal, who also filled up the check list and awarded a classification for suitability.

CO-EDUCATION

‘First we were taken into the gymnasium which had been set out with desks and chairs and,

after a few words from the Principal to explain what was being done and why, we were presented with the intelligence test papers. These were not difficult in themselves but required quick and alert thinking to get them done in the time allowed. They varied from simple tests in the similarity or dissimilarity of words and phrases to short problems in calculation.

'After this we were divided up into groups. Our group was shown a short film and then we were invited to talk among ourselves about the subject of the film. The whole proceeding was quite informal, and the only hint that our capacity for discussion, logic and sympathy was being tested came from the College official discreetly taking notes at the other end of the room.

'The discussion over we were interviewed singly by the Vice-Principal, a lady with the happy knack of putting her visitors quite at their ease.

'This was followed by a second personal interview, where we found ourselves being gently probed to see how genuine was our "statement of interests" and also to find how deep was our desire to take up teaching.

'Having got through this we were released for tea and after tea presented with an imagination test. This consisted of recording our opinion of some pieces of poetry and verse of greatly varying quality and arranging them in order of merit. One such piece of verse looked suspiciously as if it were doggerel written specially for the test to trip the unwary, another piece was taken directly from a popular song.

'Over on the other side of the room were pinned up a number of reproductions of pictures. These had to be given titles and set down in order of merit and a few words written about the picture you considered to be the best.

'With that the interview was finally over and our last contact with the College was with the gentleman who met us on our way out, whose task fairly obviously was to test our reactions to the whole proceedings.

'Set down on paper all this sounds like a rather severe grilling; in fact, however, it was nothing of the sort, and at all stages there was a very pleasant attitude of friendliness and sympathy and a considerable delicacy in asking whatever awkward questions had to be asked. Needless to say I very much hope that my own performance will have been good.'

THE YEAR BOOK OF EDUCATION

1950

Published in association with the
UNIVERSITY OF LONDON INSTITUTE
OF EDUCATION

Joint Editors :

N. HANS, Ph.D., D.Litt.

J. A. LAUWERYS, D.Sc., F.R.I.C.

The theme of THE YEAR BOOK OF EDUCATION for 1950 is largely sociological: the main topic is the inter-relation of the educational and occupational patterns in different countries and regions.

The educational system is regarded as a whole, especially in its selective and vocational aspects, and the survey represents the results of a comprehensive attempt to discover the various reasons for vocational decisions.

The aspects of the subject that are discussed include:—the relative importance of heredity and environment; family traditions and parental income; class and caste; vocational guidance; selection by intelligence tests, psychological tests and examinations; the rôle of the State; the effect of social change and industrialisation and selection for leadership.

Published September

63/- net, 63/10 post free

EVANS BROTHERS LIMITED

Montague House, Russell Square, London, W.C.1

THE ART OF MOVEMENT IN EDUCATION

Lisa Ullmann, Director of the Art of Movement Studio, Manchester.

CONTEMPORARY teaching of the Art of Movement should awaken and keep alive a harmony of movement and behaviour, in spite of the adverse influences of our mechanical civilization. It is no longer necessary to argue the educational value of creative and artistic movement. It is therefore possible to concentrate on how the aims of movement education are achieved. The early pioneers who first visualized the need to transform out-of-date methods of movement education had to put up a very intensive fight. One man who has given a lead in this fight and who has perhaps the clearest vision and line of action is Rudolf Laban.

Formerly it was thought that children, or indeed people of any age, could be drilled to perform certain steps and gestures, and that such drill which produced external ease was all that movement education comprised. The possibility of a deeper impact of movement on man's inner life was entirely ignored. A mechanized type of behaviour was all that was achieved; it might look well-civilized but it was in reality no more than an empty shell. Laban has demonstrated that formalized behaviour is an impediment to the beneficial influence of movement on mind.

A certain gracefulness cultivated especially by the leisured classes—a minority of the population even in those parts of the world where they existed—became the example and target for everybody who had time and opportunity to think of movement and its harmony. We to-day are indebted to those early pioneers who shewed us that the majority of our population cannot conform to the dying conventions of a movement education which once embellished polite society. Their non-conformist point of view was constructive. If past times were irrevocably gone, a new approach had to be found. The vital problem was how to incorporate the benefits of the practice of the Art of Movement in a new civilization. The solution of this problem worked itself out in two main directions: the Art of Movement in Dance and Drama on the one hand and, on the other, through the education of children in schools, the creative enhancement of personal harmony and contentment through movement.

These considerations have determined the policy of institutions such as the Art of Movement Studio in Manchester. We feel that a school in which people are trained in the Art of Movement must provide tuition for both the artist and the teacher, though here I propose to deal only with the latter.

Children react to movement with unmistakable feeling. With the collaboration of enlightened teachers and headmasters we have been able to record and measure the kind and intensity of the effect on them of theatrical and especially of dance performances. Whole classes of children of various ages have been asked to write about their impressions. The analysis of their appreciation and criticism has contributed interesting material to the study of children's mental and emotional development. From the point of view of the movement teacher, the high percentage of preference given to free movement compared with that given to traditional dance-movement is instructive. Similar facts have been observed in child audiences at the theatre. Perhaps more should be said about the content and style of such performances, but a short survey of children's movement education will surely throw light on what should be shown to them on the stage.

Training in the art of movement has a complex aim. Nor only a professional dancer but also a child is able to convey aspects of his inner life by movement. The feelings and emotions connected with thoughts or actions belong thus to the content of movement expression.

Therefore several capacities of the child have to be developed in artistic movement education. To start with, one has to consider the most unusual task, the development of movement imagination. How much and what can one express in using movement imaginatively? The other task is to free the body-mind from restraint and enable it to do many different movements. In practice these two tasks of the teacher melt together. He will awaken the capacity to do a great multitude of movements by giving them a meaning.

Take as an example a teacher's choice of Kipling's *Just So Stories* as a source of imaginative activity. In an ordinary school class he will

surely not set out to produce a mime. (This could be the aim for a school performance.) In the class work he might distribute rôles in such a way that the child playing or dancing the rôle is stimulated to become aware of his own prevailing effort-capacities and perhaps also of those which are lacking in him. The imaginative 'elephant child', the 'cat who walks by himself', and many other characters pictured in these stories, will give ample opportunity to do characteristic movement sequences with an educative purpose. But the movements can also be taken out of the context of the story and dealt with as a kind of exercise of definite shapes and rhythms, whereby the relation to inner happenings is generalized into, say, 'a happy gentle flow' or 'an energetic and bold' movement sequence. Technically such exercises can be further simplified into something like 'relaxation' and 'tension' of muscles. Re-connected with the mimetic idea of the story,

the whole being is trained to united expressiveness.

The imaginative power, the bodily and emotional capacity to do things wholeheartedly, and, what is important, the bodily memory for movement are thus trained alternately and in combination. There exists no set plan or curriculum. The educator needs to be an artist in his treatment of the children.

It is obvious that if the teacher has to prepare a school performance, he will act differently. His procedure will resemble that of a theatrical producer, but without stressing the 'addressing of the public' too much.

The theatrical performance of the same scenes, say of the *Just So Stories*, by professional dancers for audiences of children will surely have an additional perfection of presentation, including the necessary current of sympathy between stage and audience.



Giving a Performance for Children.

THE CHILDREN'S THEATRE

Edited by CYRIL SWINSON

64 pages Illustrated 1s. 4d. each

- | | |
|-------------------|-------------------|
| 1. BLACKBIRD PIE | 7. PLAYS IN VERSE |
| 2. JAM FOR TEA | *8. MICE SEEK |
| 3. THE GREEN | THE MOON |
| DRAGON | *9. FORTUNE AND |
| 4. BIRDS' BALLOT | THE BEGGAR |
| 5. EARLY CLOSING | *10. BRIAR ROSE |
| 6. PLENTY OF FISH | |

There has been a ready welcome for this series of plays, many of which deal with everyday people and things that children love—the milkman, the railway porter, trains and listening-in. But whatever the theme, an attempt has been made to give it reality for the present time, and to treat the characters in a way that the average boy and girl will find natural and convincing.

Each book contains at least four plays, together with suggestions for reading and acting, and there is a chapter on production.

* Published May, 1950

*Inspection copies will be
gladly sent on application*

A. & C. BLACK, LTD.
4, 5 & 6 SOHO SQUARE, LONDON, W.1

The teacher of the art of movement gets a preparatory training in which stress is laid on the imaginative use of free personal expression. Physical ability and self-discipline are the natural outcome of an art education through free dancing, which intentionally does not conform to the traditional techniques.

The child is encouraged to invent and to perform sequences of movement originating from his individual inner make-up, instead of learning prescribed steps and movements. The child is induced to dance in a manner which corresponds to his inherited and acquired capacities and tendencies. Everybody who knows children knows the enormous range of inner drives which can find utterance in his play.

The movements connected with play show sometimes pure and almost geometrical shapes and rhythms. In the play of some children a subtle flow of emotionally significant waves and meanderings can be observed. Many other types of play (including highly aggressive ones) will be noticed by a teacher who is trained in movement, psychology and observation. The task of the teacher is, however, not only to observe and to analyse. The child needs guidance and incentives which give an opportunity for his latent capacities to be free and developed.

The incentives have been roughly characterized above when Kipling's *Just So Stories* were mentioned. The details of the guidance given are so multiple that even their enumeration in a short article would be impossible. But there is the question of how to make children aware of what they do, which is of particular interest for the movement teacher. Besides the performance of mimetic or purely rhythmic movements, there exist many possibilities to further the self-awareness and the observing qualities of a child. Utterances of all kinds, sounds, drawing and words are hereby used, but an intellectually theoretical approach is of course reduced to a minimum, or better still, left out all together. The artistic approach extends also to what is called 'correction of inappropriate effort'. Children have a very fine discernment of success or failure. They do not need either praise or blame expressed in words—at least not in their study of movement. The development of their capacities happens by opening ways for them to express themselves as best they can. That they see others—and occasionally also real artists—gives

them, of course, an incentive to do their best in their own way. The children are sometimes asked to comment in words on what they have seen, but better still to show in movement what has struck their imagination and possibly to improve on it. But any form of competitive struggle is better avoided. It becomes meaningless in that form of group-relationship which is based on common movement. Such common actions can again be fostered in two ways, either in mimetic play which welds the class together around an idea or in exercises of alternating individual and common function. In the latter, uniformity in the sense of drill is almost entirely excluded. The regard for one's neighbour is physical and mental at the same time in an art-of-movement class.

The teacher creates scenes and movement sequences, but the children have to do so frequently by themselves. Group leaders may sometimes arise, but everybody is encouraged to take the lead. Common consent out of the feel of movement is very often achieved. Furthermore great care is taken that all these measures and procedures leave an imprint on each individual as well as on the whole class as a group. If this enduring result is not at once achieved, the problem must be approached again and again from all the possible and available angles in which the Art of Movement is so extremely rich. This is all that can be said here on these questions. It is to be hoped that nobody will think that one can learn to teach in this way after having read an article about it. Good Movement teaching can only arise out of a good deal of personal experience in moving, which frees man's resources and makes him aware of their nature and their possible applications.

It should be realized that a certain degree of 'let go'—which so often terrifies educationists—is only a stage through which most children have to pass in order to arrive at a full integration of personality.

The desire of any child to create coherent movement

sequences and ordered actions is in itself a source of self-discipline. The working of the imagination, and the heightened sensitivity in inventiveness, create a state of concentration and absorption which leads to a natural control of behaviour. Some children have a very small store of self-disciplining power and others have a small store of imagination. Various other qualities may be missing in the undeveloped personality of a child. One of the most far-reaching lacks is that of an all-round movement capacity. Since movement is the outward expression of an inner disposition, the lack of balance in the quality of his movement is a danger sign not to be overlooked. Some children are, for instance, too weak and too gentle, while others are too exaggerated in the use of their bodily strength. Brutal traits in the mental make-up of a child may alternate with an almost cowardly self-restraint. The growing of undeveloped qualities can be achieved through giving the children tasks which promote movement responses which they have not yet, or rarely, experienced. Such tasks, rhythmically repeated, lead finally to a better balance of movement capacity.

The educational procedure which the teacher of the Art of Movement uses is comparable to that of a gardener. He protects, he lets grow, he corrects gently and enhances the variety of creative power. His aim is to awaken the child's



An Improvised Group-Dance.

valuable dispositions, to make him aware of them, to strengthen and enrich his particular tendencies of movement expression, and to appreciate and respond to those of others. Thus he attempts to develop the child's confidence in his own powers along with a sensitive relationship to his companions.

Any pressing into a prescribed mould—no matter whether it be graceful or rigid—is likely to kill the tender germ of movement harmony present in all human beings.

The teacher has to know about the structure and function of the human body and mind. He must have studied and experienced the natural harmony and rhythm of movement, which is based on physical and mental laws similar to those of the harmony and rhythm in music. He must master the theory and practice of free movement teaching, based on knowledge of human nature and the conception of harmony. However, he has to apply this knowledge imaginatively and not by drilling the children to perform a few steps or gestures which our forefathers found beautiful. The tradition of dance styles and the history of dance and mime appear to the modern movement educator in quite a different light. He sees in the old styles of movement psychological and sociological features which can be used for educational purposes. Certain inhibitions and exaggerations in the social codes of other races and past periods have found expression in the movement conventions of their dances. The teacher frequently detects, in one or the other individual child, certain movement inhibitions or exaggerations which obviously derive from environmental influences, and especially from movement prejudices of the parents.

Frequently the all-roundness of movement capacity is the external sign of a fully-developed personality, and few parents of to-day have acquired and experienced such all-roundness for themselves. Yet many parents (not only of bodily or mentally deficient children, but also of normal ones) are beginning to realize that the exchange of influences between body and mind must be more seriously taken into consideration than hitherto. It is not only the mind which influences bodily actions and forms of behaviour, but movement can also be used to form and to develop mental qualities. Drill leading to the upbringing of well-behaved little monkeys or to

feats of skill has nothing to do with education. To become an effective movement educator is, of course, a hard job. There are many people gifted for this job, but the number who have mastered the art is still very small and far from enough to meet the steadily increasing demand.

The movement educator should have more than a nodding acquaintance with the arts. Besides the art of free dancing and of dramatic movement, some ability is needed in using the visual arts, design, painting and modelling, as incentives to dance creation. In spite of its historical ties with Music and Drama, the modern Art of Movement is closely linked with the plastic arts by its stress on visual shape. Therefore much of it is created and practised without audible accompaniment. The shapes of the harmony of movement are patterns drawn by the body on space. It is possible to imagine that we are surrounded by a scaffold of movement lines. Certain sequences of movement lines express thoughts, emotions and active drives. The clarity of expression depends on the degree of sensitivity for harmony in movement. Harmony is—of course—not prettiness but lawfulness, which the teacher and producer must study. The unspoiled child moves according to these laws intuitively and spontaneously, but the capacity to do so soon gets lost in the scurry of our mechanized civilization.

Education through the Art of Movement means the recovery of the neglected inner world and the restoration of the balance between our inner and outer experiences. The means to achieve this aim is by making full use of the vast treasure of movement with which we have been endowed by Nature, and to sharpen our sense for harmonious selection.

Illustrated Supplementary Readers

JACK AND JILL IN MANY LANDS

By AGNES CANHAM

Book I—1/4	Book IV—1/6
Holland, Switzerland and Norway	Greece, Italy and N. Africa
Book II—1/4	Book V—1/6
Canada, Greenland and The Philippine Islands	Sunny Spain and The Fair Land of France
Book III—1/4	Book VI—1/6
Malaya, Ceylon and Egypt	The City of London

Please write for illustrated pamphlet

A. BROWN & SONS, LIMITED
32 BROOKE STREET, HOLBORN, LONDON, E.C.1

THE TREATMENT OF SOME MALADJUSTED CHILDREN IN FRANCE

Ernest Jouhy, Director, La Forge, Fontenay aux Roses.

OBVIOUS ideas are the most profitable ones to consider, when undertaking the study of a psychological problem concerning the child and his education. It seems obvious to us, for example, that the child's maladjustment to his environment is a character-deviation. In other words, the child who tells lies to his mother, his teacher, the tradespeople, and the psychologist examining him, seems to be affected by a disturbance in his social behaviour which has become an integral part of his personality. This has seemed so obvious to numerous psychologists and doctors in France that they have devised, for such children, the term 'caractériel'.

Many institutions for re-educating 'caractériel' children have come into being during the last five years. Although the term 'caractériel' is now generic in France for children whose disturbed behaviour requires their removal from the original environment, the use of this term would seem to call for extreme caution. As illustration we are giving a few examples taken at random from among the children sent to our Medico-Pedagogic Institute of La Forge, at Fontenay aux Roses.

Claude M . . ., a boy aged 10, of normal intelligence, living in a normal, socially healthy family, has been referred by his teachers and parents, and by the neighbours, for committing numerous petty thefts, telling lies and playing truant. With a small band of companions he amused himself on one occasion by throwing stones at a passing train, slightly wounding a passenger. This last incident led to his being placed at La Forge. On his arrival his parents described him to us as a very affectionate, winning child, but one who was completely impervious to either approval or blame. The psychologist who sent him reported a very marked aggressive tendency, implying an emotional disturbance as determining cause.

Now, in the ten months since he came to La Forge, Claude has not told lies or stolen, either in our community or during his visits home.

Daniel R . . ., aged 12, I.Q. above normal, father deceased, brought up by his mother and grandmother, was sent to us by a children's

neuro-psychiatric department: he was said to be bad-tempered, aggressive towards his mother and small brother, undisciplined and obstinate. When his mother brought him he made a real 'family scene', appearing cross and rude. He ran away an hour later to join his mother, who brought him back to us immediately. Since this incident on his arrival the child has only retained, in the environment of the Medico-Pedagogic Institute, one definite manifestation of his aggressiveness: occasional rudeness in speaking to one of his woman teachers.

Very often a child is maladjusted only to his usual environment: the maladjustment manifesting itself selectively. His behaviour does not seem to follow one course in all situations, but rather to adopt 'strategems' which differ from environment to environment. Disturbances, sometimes of a severe nature, appear and disappear with a simple change of environment, or within the same environment, going in cycles—periods of perfect adaptation succeeding periods of marked opposition.

It is as if the child were trying out different ways of reacting to his environment. And the difficulty of retracing his steps once he has adopted a line of behaviour makes this behaviour seem characteristic of the structure of his personality.

We therefore think it preferable to avoid a rigid classification of disturbances in the behaviour of children, replacing this by an etiology showing the poly-valency of their attitudes.

We have thought it advisable to begin our article on the re-education of maladjusted children at La Forge with this theoretical introduction, in order that the reader may have a clearer understanding of the basis of our work.

To begin with, we have no illusions as to the direct influence we may have on the children who are brought to us. Medico-Pedagogic Institutes owe their existence less to the competence and maturity of psychologists and pedagogues than to society's need of isolating the children it cannot absorb, children which society itself has thrown into the state of opposition, neurosis or pathological insufficiency requiring treatment.

But without magnifying the efficacy of our methods, we can state that a sojourn at the Medico-Pedagogic Institute has a definite therapeutic influence which is nearly always positive. We shall endeavour to find the reasons for this with the help of some examples.

Jean-Marie is 13. He is small and thin, of normal intelligence, son of a Government official, born and brought up in the Colonies, with a sister two years older and a brother a year younger. Jean-Marie does not get on well at school, and his father cannot bear his failure: he is continually 'stimulating' him, threatening him, beating him, holding up brother and sister in comparison. His mother protects him, making up for his father's severity with the watchful care necessitated by the boy's relative frailness. Jean-Marie becomes poorer and poorer at his lessons and more and more difficult at home. He adapts himself rather slowly to La Forge, finding it hard at first to meet the demands exacted by a community life. But he never comes into opposition with them. At school, he gradually regains confidence in himself, and without becoming a brilliant scholar makes a praiseworthy attempt to catch up with his studies. His father and mother are very pleased with his attitude at home, when he returns at weekends. They tell us 'he has completely changed'.

Have we given any psychological treatment? Have we used special pedagogic methods to help this child? In no way. The environment of our community suited him, and, by a spontaneous reaction which was both physical and emotional, he has adopted the kind of constructively adapted behaviour which his family environment prevented him from adopting previously.

Why did the environment of La Forge suit him? Because the emotional tension of the family group was quickly lessened, because rapid success was not expected of him, because he could 'try out' without failure a different behaviour from the one with which he previously protected himself against the pressure exerted by his family environment.

In this clear case of a child suffering from a deep-lying sense of failure, re-adjustment necessarily passes through an 'anonymous' stage, which is only possible in a community environment. The less the child feels himself to be observed, the less he has the impression of being

the focus-point of his environment—the more easily does he regain confidence in his own powers, the more rapidly does he make the effort to reconquer the environment which, before, seemed to him indissolubly linked with his own failure.

For this is a common happening in the behaviour of children (and in that of adults, be it said in passing): if an attitude has been adopted in a certain environment, at a certain period, its consequences are generalized and come to determine the formation of all future attitudes towards the same environment. Failure with a certain teacher in a certain class, at a certain time, entails a whole period of failures at school. A temporary interruption is needed (such as holidays) or a breaking down of the elements associated with the failure-behaviour, allowing the process to be stopped and a new start made.

Removal from the pathogenic environment, therefore, assures in itself a certain therapeutic effect, on condition, of course, that the new environment, in this case the Medico-Pedagogic Institute, is not pathogenic in its turn (which may be the case for certain children, as we shall see later).

A second therapeutic factor is the special adult environment constituted by the teachers—very special, in fact, because the teacher who lives in a community of children lives to meet the demands of the children, not the outside demands of society. (From the social point of view his function is therefore very different from that of the father of the family, and often from that of the mother.)

Thus, apart from the pedagogic methods he applies, and on the sole condition of being psychically well-balanced and patient, he gives the child the opportunity of trying out different modes of behaviour without this leading to the same consequences as it would in a normal environment.

For instance, a boy aged 9 repeats the same rude expression three times in succession to his teacher, and runs to hide in the park, waiting for her to catch him and punish him. The anticipated reaction does not take place. He has to find other ways of 'baiting' the teacher. On coming back to the classroom he will upset his companions and spread disorder. Here again he only meets with hostile indifference. The teacher intervenes and re-establishes order, sending the child out of class. He then breaks the main

electricity switch. This act of aggression accomplished, the tension slackens, and when his destructiveness provokes no violent reaction on the part of the adults, the child will seek to try out gradually more effectual attitudes, which will be those of an adapted behaviour.

Thus patience and elasticity in the behaviour of the teachers replaces, in the somewhat artificial environment of the Medico-Pedagogic Institute, the rigidity of the demands made by a normal environment.

In his original environment the maladjusted child is fairly soon 'classified'. His behaviour is identified with his own personality, he is branded as a 'caractériel'. This attitude of his environment removes the possibility of change, enclosing and isolating him in one style of reaction which becomes set in a permanent system. These inadequate aggressive responses and the considerable repercussions of their diffuse emotional tenor shatter the child physically: fixed in a state of maladjustment, he is brought nearer and nearer to the state of pathological structurization of both body and mind.

On the other hand, in the Medico-Pedagogic Institute, the child is never classified according to his environment. After the worst 'outbreaks' of aggressive behaviour he can start again by 'trying out' a more sociable form of behaviour.

Let us make this point clear. We do not accept a pedagogic regime of 'complete freedom'. Social discipline based on simple rules adapted to the emotional and intellectual life of a community of children prepares the child to adapt to the laws governing society. (Such adaptation does not imply merely passive submission, but a desire to see the laws kept and if necessary to fight for the establishment of better ones.) But the discipline of the community in a Medico-Pedagogic Institute is so arranged as not to create permanent situations of 'conformity' and 'non-conformity', of 'higher' and 'lower'. A child who breaks a rule to-day may to-morrow be called upon to judge his own behaviour and that of a companion. The criticism of behaviour, both in oneself and in others, is an integral part of the curative discipline.

We can therefore say, in short, that the Medico-Pedagogic Institute provides for the maladjusted child a kind of socio-psychic regime comparable to that of the hospital regime for the patient with physical ills. It is thanks to this regime

that the child comes gradually to enter into possession of his own powers and to use them in a socially acceptable way.

The creation of an artificial environment would not, on the other hand, be sufficient in itself to assure the success of re-education. Socio-psychic re-orientation needs powerful stimulants. These are to be found in the in-school and out-of-school activities of the New Education. In small classes of seven to twelve pupils we use so-called activity methods, which continually call upon the child to make a personal effort. The concrete nature of the work, the extensive use of drawing, painting and story-telling, both during and out of class, give opportunities not only for progressive adaptation to steady and regular work, but also for the indirect expression and liberation of the pathogenic residue from past traumatic situations.

The system of co-operative work for boys aged 12 to 14 contributes towards the firm establishment of the idea of collective social effort, and of the relation between effort and its material counterpart. The gain of co-operation is collective, expenditure being incurred by the group for the group (outings, excursions, purchase of material, etc.).

For the younger children (from 7 to 12), ball games, gardening or decorative work carried out in common, serve to form or correct the idea of social interaction and to establish a certain concrete moral conscience which helps towards a just estimate of his own possibilities, and the appreciation of the efforts of others.

Thus, to the pedagogic factors implicit in the community environment are added the voluntarily chosen and organized factors of work, fêtes and parties, investigations and outings, creative activities, excursions, sport, re-education of habits in hygiene, tidiness and manners.

These positive aspects of the influence of a Medico-Pedagogic Institute must not allow us to forget the drawbacks inherent in its constitution. From the very fact of being an artificial environment its contribution is incomplete, both from an emotional and a social point of view—partly because relations between adults and children are based on a sort of benevolent neutrality—a neutrality which excludes on principle the intensity of emotional relations within the family. Children who have been frustrated emotionally never find quite what they need in a home. The

very elasticity and instability of the structure of such a community sometimes aggravates disturbances in behaviour, particularly with children suffering from the dreary, enclosed life of an orphanage, who have become maladjusted for this reason. Thus what proves to be a positive influence in some cases (such as those given above) is on the contrary detrimental in others.

Another consideration is that a community of children is socially incomplete because it is centred round the life of the child, whereas a normal environment is made up of the interests of both children and adults.

Here again we find the ambivalence of certain essential factors in the environment governing the behaviour of children. The lessening of social-psychic tension, so essential for some children, may become its own opposite and be a danger to others, leading towards a sort of indifference to adult social life and work. The child may tend towards wanting to root himself too

exclusively in the community environment, fearing an independant life which demands that he alone take full responsibility and bear full consequences.

It is obvious that the aim of the Medico-Pedagogic Institute, like that of a sanatorium, is determined by normal social life, and not by its own good functioning alone. A patient is cured when he can meet the demands made by external life—not when he no longer presents disturbances in a hospital environment. But these two aspects are closely linked. So long as the environment we call normal is itself deeply pathogenic in its socio-economic structure the therapeutic results of re-education will remain precarious. This conclusion would seem to us to make the teacher responsible both within and without the Medico-Pedagogic Institute: he must take into consideration this dual aspect of his work if he really wishes to obtain lasting results in the case of the children entrusted to his care.

ISABEL KING

Miss Isabel King who died in South Africa on 25th March, aged nearly eighty-three, made a very notable contribution to the New Education. She was principal of St. Christopher School, Letchworth, from 1919 to 1925. In 1925 she helped to found Frensham Heights, of which she was co-principal. In both schools she was very closely associated with Mrs. Beatrice Ensor. On leaving Frensham she became headmistress of Greater Felcourt. From 1923 to 1925 I had the privilege of being a member of her staff at St. Christopher and I am very glad to have this opportunity of placing on record some memories of Miss King and her work. The early 'twenties were years of educational ferment and enthusiasm when fresh approaches to old problems were initiated and it was one of Miss King's special gifts to combine the results of experience with the fresh zeal of the young, both teachers and children. She was a charming and gracious Irish-woman with the power to encourage and guide in the many difficulties which then faced the staff she had gathered round her, devoted to the school and to herself. Her own selfless devotion to the welfare of the school and the children was an example and an inspiration. In Letchworth she had to weld into one harmonious whole the various educational interests of the Theosophical Educa-

tional Trust and from this welding St. Christopher grew. She had a great and sympathetic understanding of children who would come to her freely with their problems and difficulties. Her sense of humour never deserted her, was a solvent of many difficulties and a delight to her friends. Her office and her cottage were centres to which children and adults would turn for counsel and help and from which they would come away, chastened perhaps, but braced and encouraged. A woman with a cultural background, accustomed to the graces of the world, she made great economic sacrifices for the cause she had at heart, and her simple style of living was an example to us all. Schemes, ideas, suggestions would come pouring in—Miss King would discard this, accept that and adapt the other, always with the needs of the child in mind. Much of her planning can be seen still in the organization of St. Christopher and Frensham Heights. Those who have worked with Miss King as members of her staff or as children in the schools will remember her with joy and gratitude for her friendship, her thoughtfulness and all she taught them of the art of living.

*H. Lyn Harris,
Co-Principal, St. Christopher School,
Letchworth.*

Book Reviews

Educating Our Daughters. Lynn White, Jr. (Harper Brothers, New York).

This is a provocative and stimulating book. It is addressed primarily to 'thoughtful parents who are puzzled about the education of their daughters and to the daughters themselves'. The author demands for women education, and particularly higher education, which shall appeal to and develop interests and capacities specifically feminine. These he maintains have been neglected in a system of education designed for and administered by men, and eagerly embraced by women determined to prove their ability to do what men can do. This ability Dr. White does not question. He admits readily that there are many women who can find, under the present system, the disciplines they require, and he regards it as extremely important that they should be encouraged to do so. With these exceptional women he is not concerned. He is considering the case of the average woman, who differs from her brother not only physically but also intellectually and in her outlook and prospects. The man creates, the woman cherishes; the man must become a wage earner, the woman has the choice between a

career and matrimony, and if she chooses the latter, has a fresh problem later, when her children are grown.

Dr. White insists on the importance of recognizing that while the talents of women are different from those of men, they are in no way inferior, and he demands that this equality should be vindicated by the establishment of University Chairs in all the subjects particularly appropriate to women. These should be primarily all those connected with the home—domestic economy, cooking, house decoration, weaving, pottery, and the social sciences. He considers it particularly important that a woman should recognize her home as part of a community, and accept responsibility for social conditions there.

With much of this argument one cannot fail to agree. Whether a University Chair in cooking is really the best method of meeting the difficulties of the situation is perhaps less certain. It is possible to argue that a University best fulfils its function when it concentrates on offering its alumni a liberal, rather than a vocational training, and that to add endless 'Schools' to the University will be apt to increase its size beyond the optimum and overweight the technical side. Dr. White finds fault with American

Universities because they do not include study of Eastern cultures, and would seek to establish a right attitude to family life by teaching Chinese philosophy. He quotes the tag against specialization, 'learning more and more about less and less', but there is also a danger of learning 'less and less about more and more', and a student, whether male or female, who has attempted what Dr. White suggests, must be superficial.

In his enthusiasm for the East, Dr. White is curiously unjust to the West. He accuses the Greeks of 'smugness' because they called their neighbours barbarians, but surely the word 'barbaros' merely means foreign, and is no more 'smug' than the use of the word *Gentile* by the Jew or *European* by the American.

To an English eye this problem presents itself a little differently. Since the great majority of our girls do not reach the University, the raising of the status of the home-maker must be tackled elsewhere. To some extent this is being done, but Dr. White is surely right in maintaining that there can be no healthy national life until the woman's part in creating and maintaining a sound basis in the home is recognized and honoured.

E. Moberly Bell



To be published this summer

TREES FOR TOWN AND COUNTRY

Second Revised Edition

We are pleased to announce that we shall be publishing in early summer a revised edition of this popular book in response to widespread demand. A new and important feature of

this edition is the end papers showing many trees in the form of artistic line drawings. This book contains sixty trees, and each tree is illustrated by a full-page plate and line drawings executed by S. R. Badmin, showing the stages of growth. Compiled by the Association for Planning and Regional Reconstruction primarily for landscape architects, town planners and members of local government committees, this book will also appeal to all lovers of trees.

Med. 4to.

Full Cloth

25s. net

LUND HUMPHRIES & CO. LTD.
12 Bedford Square, London, W.C.1

PITMAN

Books for Schools



First Stage Readers

By Beatrice M. Culham. This series, based on the best modern practice, begins with sentence and word recognition and introduces, through ingeniously compiled exercises, useful practice in the phonetic approach to words. Books 1-7, 1/4 each; Books 8 and 9, 2/- each; Teacher's Book, 3/6. Recently published, Book 1a, "Up and Down the Street," a supplementary volume, linking Books I and II. Price 1/3

Sir Isaac Pitman & Sons Ltd.

Parker Street . Kingsway . London, W.C.2

Treen

By W. T. James. Deals with the ancient craft of woodwork carried out with gouge and scraper. Well illustrated, with many worked diagrams of useful domestic articles.

Price 10/6 net

I Fly the Atlantic

By V. E. Mearles. A new supplementary reader, particularly suitable for pupils of 9 to 11 years of age. It gives a most interesting account of an air voyage and is well illustrated.

Price 3/-

Educational Film Strips

A popular series of specially designed teaching aids. Each strip contains about twenty frames and is accompanied by a useful booklet for teachers. The frames are captioned with phrases planned to give emphasis to the teacher's remarks and to stimulate discussion. Ten titles, suitable for both primary and secondary pupils are now available. Price each 6/-

she says, by artists as much as any one else, off the stage. But I wish she had also referred to the days when England was renowned for her dancing, and the great Admirals, the grandest soldiers and statesmen, did not think it unmanly to be famous also for their dancing.

But her first chapter is more interesting and original than any; for in it she introduces two intelligent, artistic children to a sort of private 'Museum of Man' where they see every kind of 'object of material culture', of every period and place, arranged in such order that the flint arrowhead of the last inter-glacial is together with a bottle-glass ditto from Australia to-day, Lily Langtry looks from her frame across to the portrait of a Roman lady, and in the topmost attic is a collection of pictures painted by modern people, who, 'tired of painting gods and goddesses, portraits and landscapes, have . . . now begun to paint not so much *what we all see* as *what they think* about.' These are in a room furnished with steel furniture, plastic vases, and photographs of modern ships, aeroplanes and buildings. It is in fact a dream museum and something which we ought to have; but the implication here is well stated by Mr. Curio, its owner:

"If you want to be an artist," he said to Pauline, "you must feel that the whole of life is part of yourself."

Rhoda Dawson

The Children's Theatre Book. Cecile Walton. (Black. 10/6).

When Cecile Walton was herself a child, a painter's daughter, her drawings were known to a fairly wide circle of people, and I remember one of our 'Uncles' taking from his pocket an india-paper edition of somebody's poems, and shewing us the wide margins embellished with Cecile's elegant, dreaming pencilled figures, no doubt in the idiom of her age and period, but remarkably proficient. (Her illustrations to this book have the same grace and elegance.) In consequence of this youthful experience perhaps, she writes, addressing herself to professional or at least expert children, on terms of equality which are both original and welcome; for dancing, acting and singing are fields for the proper exploitation of children's abilities.

In her grown-up life Miss Walton has worked for, and with, children a great deal; besides her own stage designing and painting she has been organizer of the Scottish Children's Hour, and organizer of a Children's Theatre in Kirkcudbright, run with a committee of under 15's. But while this book must be the fruit of much practical experience, no routine seems to have inhibited a mind original, adventurous and acute, and a less

conventional technical work it would be difficult to find.

For technical it is. In seven chapters and 104 pages, full of these charming illustrations by herself, Edward W. Robertson and one or two Great Masters, she gives detailed instructions in simple terms for making a model theatre, a toy cardboard theatre, masks, flowers, hats, wigs; the proper use of make-up; the theory of costume and an intelligent approach to the making of it; advice to dancers on their food, feet, and general health; advice to dancers to learn about line by drawing (as at the Bath Academy of Art artists learn about line by dancing: the kinaesthetic principle is the same). But there is a great deal more than delightful description of things to make. It is quite clear that the model theatre is not a toy, but the workshop of the young stage designer, actor, or dancer learning the whole of his craft; the section on costume begins with a page headed 'Body Ornament' and refers the student to the decorated forms of male Indian dancers, African natives, and the girls of the *Folies Bergeres*; thus at first go-off she dismisses traditional ideas of vulgarity before they have soiled the child's pleasure in real beauty. In a passage addressed to young male dancers, her tact is exquisite; conventions of attire should be observed,

Men and Gods. Rex Warner. (MacGibbon & Kee. 10/6).

How many of us know Pyramus and Thisbe save through *Midsummer Night's Dream*? Or the Argonauts, and the other ancient heroes, outside the pages of Hawthorne and Kingsley? And how many modern children turn voluntarily to them?

Mr. Warner had the excellent idea of making these myths available to non-classical readers in a form as close as possible to that in which Ovid told them—and that, be it remembered, was largely the form in which they were absorbed by our own poets and made part of the English literary tradition. Where he can, he translates. Where necessary, he rewrites or amplifies, because (after all) the modern reader is *not* a Roman; but his aim is never to prettify, and the result is a straight-forward, unsentimental version of thirty-two stories which, added to Homer and the Greek tragedies, will give boys and girls a comprehensive and readable outline of classical myth. This is an attractively-produced volume, likely to allure the school library borrower, though the coloured decoration represent perhaps a good intention gone astray.

G. T.

LEARNING TO READ THE BEACON WAY

(Film, about 20 minutes, 16 mm., available from Messrs. Ginn and Co.)

This little film has been made at a Derbyshire Village Infant School by Mr. W. H. George (already known as a maker of films on education), Miss May Ashley, the Headmistress, the staff and children, of Heath Infant School. It shows the whole teaching of reading and writing by the Beacon method, and is so well directed and clear, and Mr. George's photography so good, that in 20 minutes I felt I had learned the whole art. The sound is mainly commentary, interspersed with children's voices reading, and the sequences are linked together with a little five-finger piano exercise and drum-taps that I found rather dreary, childlike no doubt, but so could a nice little tune have been.

One sees the whole scheme in operation. Old Lob and his pals in all their manifestations, their balloons, labels, strips, wall-charts, cards, fishing

games, finger games and so on leading to the individual dictionaries, the magazine, and the written and illustrated story. Messrs. Ginn make it clear that the film was not inspired or commissioned by them, but that they assisted in its production by the provision of the whole gamut of equipment, so that the amount of work-books and other gadgets does seem a little lavish compared with that supplied to most schools. However, this is understandable in a film-study of this kind. Personally I found the incidence of so many descriptive labels applied to so many objects (especially on the very small model railway) somewhat irritating and decidedly unreal, but again this is a reasonable fault. Otherwise I could be reminded of an excellent but old-fashioned Headmistress who was wont to utter, at any casual contact in the passages, such a remark as: 'Little boy, *what* is this I hold in my hand? P-E-N-C-I-L! pencil!' But the large label attached to the hamper of the station cat, which the *real* porter is preparing, on the *real* platform, for

a railway journey: 'MISS TIBS BY TRAIN TO UPDOWN' amid a throng of delighted infants, now *that* was perfect, just where a label should be.

The film would be excellent for showing to Parent-Teachers Association meetings, for it impresses upon the audience the necessity for gradualness. It would obviously be useful to training colleges, and pleasing, I think, to Women's Institutes. It recognizes the childlike quality of children, and the climax of the little girl reading and writing her story is enchanting.

I do, however, rather object to the term 'miracle' as applied to being able to read (in the pamphlet that accompanies the film, not on the film itself). It seems to me that over-heavy weather is thus made of it; in 1868, my own mother, on her fourth birthday, received a Bible, which she could at once read. This was considered no miracle then, though possibly somewhat advanced. But it should be far more of a miracle if they cannot read, at seven, with all these lovely toys.

John Waterman

Directory of Schools

FRENSHAM HEIGHTS FARNHAM, SURREY.

Headmaster: KENNETH KEAST, M.A.

Frensham Heights is a co-educational school containing at present 160 boarders and 40 day pupils equally divided as to sex and equally distributed in age from 8 to 18.

The school stands in a high position in 170 acres of ground. There is a separate Junior School for children from 8 to 11.

Fees: £180 per annum inclusive.

About three scholarships are offered annually.

For particulars apply Headmaster.

Wychwood School, Oxford

RECOGNIZED BY MINISTRY OF EDUCATION

Maximum of 80 girls (boarding and day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls can work for universities, can specialize in Music, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principals: Miss MARGARET LEE, M.A. (Oxon.)
Late University Tutor in English.
Miss E. M. SNODGRASS, M.A. (Oxon.)

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½-18. Separate Junior School for those from 5-11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community.

Headmaster: H. B. JACKS, M.A. (Oxon.)

WYCOMBE COURT LANE END - Nr. High Wycombe

Boarding School for girls (8-18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

Principals: MISS M. E. BOYLE, B.A.
MISS H. J. ROBINSON, N.F.U.

MOIRA HOUSE SCHOOL EASTBOURNE.

Telephone 210.

Recognized by the Ministry of Education.

Boarding School for Girls from 7½ to 18.

Principal: Miss MONA SWANN.

Vice-Principal: Miss EDITH TIZZARD, B.A., Hons. Lond.

ST. CATHERINE'S SCHOOL, Almondsbury, near BRISTOL.

Co-Educational Boarding. All Ages.

400 Feet up, looking on to Channel and Welsh Hills.

Vegetarian Food Reform Diet.

Music, Art, Margaret Morris Movement, Crafts.

57 guineas per term.

Ralph Cooper, M.A., and Joyce Cooper.

Directory of Schools—continued

KILQUHANITY HOUSE

CASTLE DOUGLAS

SCOTLAND

FOR BOYS AND GIRLS 3-18 YEARS

Established in 1940, Kilquhanity House frankly owes its inception to the work of A. S. Neill, who now considers it in the direct line of his own school and that of Homer Lane. It does not, however, cater for problem children. In practice there is an attempt to combine the traditional thoroughness of Scottish education with self-government for the pupils. Activity methods are used throughout, and the teaching staff is qualified to the standards demanded by the Scottish Education Department, which inspects the school. There is ample opportunity for practice in all the creative arts. A small mixed farm is a fundamental part—as distinct from an adjunct—of the school. The diet is on food reform lines, though children do not require to be vegetarian.

Fees : £150-£180 PER ANNUM

Headmaster : J. M. AITKENHEAD, M.A. (Hons.), Ed.B.

DARTINGTON HALL

TOTNES

DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools.

Fees : £180-£210 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1951.

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

WENNINGTON SCHOOL WETHERBY.

Founded 1940.

Boys and Girls, 8—18.

A new type of Boarding School, well-organised and efficient without losing the family quality of life. Wholesome vigorous community providing a training in disciplined co-operation and practical social responsibility. Well balanced curriculum. Graduate teachers.

KENNETH C. BARNES, B.Sc.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL URBAN, ELEANOR URBAN, M.A. (Oxon.)

Practical and cultural education for boys and girls (10-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees : £150.

THE NEW ERA

IN HOME AND SCHOOL

NUMBER IN THE PRIMARY SCHOOL

M. Brearley, Lecturer in Education, The University of Birmingham

‘ONE, two, Buckle my shoe.’ All right so far because there are after all two shoes, and it is quite appropriate to the age that one only should be fastened. But what of ‘Three, four, Open the door’? Is that symbolic of the age-long mistake we have made in teaching number? Do we always go one step ahead of understanding in teaching a new process? Does the bright child take the step at our command, the average one copy it by rote, and the dull one look helplessly on with prescience of failure?

Most children learn to count in words long before they can count objects, and enjoy the accomplishment, or perhaps the rhythm, or the kudos. In over-encouraging this we may be beginning the idea that Arithmetic depends on remembered dogma issued item by item from adults. Surely our aim should be to keep children confident that mathematical problems, at least in the Primary School, will respond to common sense treatment, the tools for which are readily available. Mathematical tools, when they have been recognized as such, should be memorized for convenience, since every workman likes to have his own set of tools.

There must be something fundamentally wrong with our teaching of mathematics, for there to be so small a positive response from any group of college students to the query: ‘How many of you were successful in maths at school?’ And these are people whose intelligence level is adequate, one would suggest, to success in mathematics up to the level of the General Certificate. The writer has met with many instances comparable to the following: a grammar school girl of thirteen with I.Q. of 135 who, when faced with a simple problem involving measurement of quantities, said helplessly, ‘Do I subtract or divide?’ She had gone past the wish to understand; she wished only to be told what to do. She knew the arithmetical process but

not the thinking process, because she did not recognize it as the same kind of reasoning that she could very well apply in other areas of work. Her wrong attitudes seemed to be the result of the emotional strain of early ‘pushing’, combined with absences from school too short to affect her other work but serving to loosen her precarious hold on ideas not fully understood.

We all know the effect of trying to hurry a child over a meal for our own purpose. In the end we have to feed him ourselves, if indeed the end is not downright refusal. We know, too, the sense of pressure that comes on us if we have to do a ‘rush job’. We, indeed, are in a favourable position; we know the reason for hurry,—it may even be earlier negligence of our own that has caused it; but how does this hurry appear to the children? Do we ask ourselves that question often enough? One thing seems clear after much experience with children who are failing in arithmetic: every step a teacher takes beyond the understanding of a child is in danger of causing failure, distaste for the subject and loss of power to think in that situation. We know that the amount of any area of knowledge mastered by individuals in a class at the end of the Primary School will vary very considerably, yet there seems to be a strong belief that every child *ought* to reach certain standards in arithmetic and that every child who has not done so, and his teacher, are to be regarded as failures. This, moreover, in a subject perhaps more liable to variation under emotional stress than any other. That this standard is often an unreal one can be demonstrated if we try to find out what the ‘ordinary adult’ standard is. Many adults have shed all but the first four rules. Why not? It is interesting to write down just how much mathematics one uses in the course of a month. This is not to advance the argument that mathematics should be taught for its utilitarian values

alone, but the many reasons in favour of 'mathematics as character training', must be judged by the same criteria that we apply to any other claims for formal training. We must ask the crucial question: under what conditions of teaching can mathematics train the mind or character? The sense that courage, resolution and energy applied to a problem will usually bring good results is certainly a valuable part of such training. It cannot be over-emphasized that modern methods do not seek to eliminate effort but only effort that is unsuccessful too long, because nothing saps energy more surely.

On the positive side we know that mathematics can be a great help in the building up of confidence. Its unequivocal rightness is so much easier to demonstrate than, for instance, merit in composition and can be a great ally in building up children's confidence in their ability to cope with life if they are prepared to put forth the energy.

Why should we try to force arithmetic programmes (many still based on eighteenth century requirements) on children, some years before they are ready for them? Research in this subject, as in others, has shown that a unit of work studied by a child too young is inadequately learned after great effort and is quickly forgotten, while the same unit of work studied when the child has the necessary background of experience and the necessary mental maturity is learned more quickly and retained better. The trouble is partly that we do not know enough about the psychological foundations of the subject. In America the Committee of Seven of the Northern Illinois Conference on Supervision is trying to decide by experiment at which mental ages arithmetical topics can most effectively be taught, and much further research is needed. Meanwhile it is clearly safer to leave it too long than teach it too soon!

In numbers, as in reading, the stage before formal teaching is of critical importance. Its duration must vary in number as in reading and for the same reasons. A child from a home offering rich experience does not generally need as much in school as a child whose opportunities have been meagre. A bright child needs less experience than a dull one to learn the same facts. Further, a child suffering from emotional difficulties or with a very strong interest in another direction may just not have had the

attention available for number at a given time. The acquisition of a number vocabulary is equally important, and the realization of the relation of this to the arithmetical processes involved is of fundamental importance in problem solving. The greater the variety of this experience, the more likely will be the initial success in formal teaching. The Scottish Report on 'The Early Development of Number Concepts' gives some idea of the wide differences among school entrants in ability to count, to enumerate, to match and recognize numbers and to recall numbers. Teachers could very profitably apply the little tests described and furnish themselves with immediate practical knowledge of each child's starting point, besides getting valuable general indications of policy from such recorded facts as that 54 per cent. of school entrants can recognize five objects and 36 per cent. only can recognize six.

Counting is one of the bases of early number work and because, as mentioned earlier, the ability to repeat numbers normally exceeds real ability to count, this reality must be built up. For this we use every problem situation we can. 'How many cups do we need for our tea party? How many spoons? How many hammers have we? How many saws have we? Then how many children can do woodwork at one time? How many times can you jump before you are out of breath? How many times can you bounce a ball?' We can make requests involving numbers, 'Please bring me four red and two blue pencils', etc. Singing games often involve numbers. In the following, for instance, children get the *feeling* of two, four, etc., as well as the sight, and some ideas of grouping.

'A little one came dancing
Came dancing up to you.
She met another dancer
And that made two,
Two shall dance together,
Two little ones came dancing
Came dancing through the door,
They met *two* other dancers
And that made four . . .'

and so on. The children get ideas of grouping, too, in their play with counters, stamps, sticks, and so on. Play with an abacus often results in startling discoveries for a child when he 'experiences' addition and subtraction. A six-year-old

watching an egg-timer, said, 'One is doing adding sums and the other taking away !'

It has been shown by experiments (see Book List) that success in problem solving is greatly affected by the familiarity or otherwise of the situations involved. It is clear that an activity programme involving the handling of many different materials and including many contacts with the outside world is not simply of general value but a specific factor in mathematical training.

The first writing down of sums after this initial experience is therefore no more than a summary of what is already known. This experience should continue through the primary school. Apparatus can be used to clarify, illustrate, and practice processes already used in real-life situations but it should not take the place of real experience. A child of eight can find a square root with Montessori apparatus, but the situation is too artificial for understanding. If we took Professor Schonell's advice that we should always follow in our teaching the sequence of 'experience, use tests for understanding', we should avoid many failures in arithmetic.

It would seem important in the Primary School to concentrate on the indispensable minimum. 'Only that should be required of all which will be used by all', said Carleton Washburne in this *Journal* (May, 1949). What is this minimum, and how do we acquire it? Can we at the same time provide for those who can do more and go further?

For effective teaching of the minimum in any school there must be full co-operation and discussion between members of the staff. It must be looked on as appropriate to teach this minimum to any child who has not acquired it, at any stage and to teach it, moreover, not as remedial work to be done in odd minutes but as routine duty. Children develop at very different rates and if we are convinced of the importance of maturity for learning at every point we must watch for this and take our opportunity. With our large classes we know that we shall miss some opportunities and it may be that others will have to put that right. Careful recording of a child's skill in number is essential. Each teacher in taking over a new class should be put in possession of this knowledge without delay. It is useful if each child keeps a record book in which he enters facts (tables, etc.) of which he has had experience

and which he knows how to use. He should be allowed to use them for reference as long as he needs to. (Various devices can be invented to keep the use of these from becoming habitual, e.g. crossing out the ones he knows for certain, etc.).

The minimum will vary from district to district but by seven most children should recognise most coins, be able to give change for a shilling, weigh in pounds and ounces, measure in inches, feet, and yards, pints, thirds, and quarts, should be able to recognize at least the times that affect them, and should have a good many concepts of length, area, shape, position, direction, and the vocabulary to express them. This, too, will have involved extensive practice in reading and writing numbers. They have acquired this knowledge in practical ways in shopping and creative work. By the time they are eleven all the basic facts of the four rules should be known (Professor Schonell's systematic lists of Basic Number Facts in 'Individual Differences in Arithmetic' repays study). During the years between seven and eleven the children gradually formulate and memorize the ideas of which they have had earlier experience. It is an age when the desire for repetition and the building up of skills is very strong. This can as well be harnessed to number facts as to physical skills. Tables must be understood and learnt: this can be achieved through short and frequent spells of mental arithmetic especially directed towards fixing number combinations. Units of measurement will have been frequently used in practice and can now be built into tables of length, time, capacity, weight and money. The history of these units often interests and stimulates the older children and serves to differentiate the unit of measurement from the thing measured.

It must be repeated that there is no suggestion of teaching this minimum in a formal way and then applying it to solving problems. The writer went into a class of bright nine-year-olds recently and was told that they 'had not got to' problems, yet they were doing long division and the addition and subtraction of fractions! At each stage, problems oral at first, and later oral and written, should precede and follow every process, the children should become accustomed to the form and pattern of problems in relation to each step they learn in mechanical Arithmetic, the relevance of what they are learning to everyday life

should never be in question. This involves an important principle, for if at the early stages of learning any subject we clearly see its practical relevance and logical derivation we are prepared later to take on trust and use processes the theory of which is too difficult for many users to understand.

The few children whose skill and pleasure in mathematics is outstanding should not be neglected. In one school a member of staff who was particularly good at and stimulated by mathematics had a voluntary group in 'Free choice time', not for those who were backward but for those who loved working out difficult problems. (Chapter II in 'Arithmetic in the Primary School' has many interesting suggestions which such a group might use.) Problem cards can be used if groups cannot be arranged. The school that really uses the enthusiasm and gifts of its staff members satisfies teachers as well as children. The value of an enthusiasm for nature, or music, or art is often realized, but more seldom of enthusiasm for mathematics. Too many teachers themselves look on arithmetic as a disagreeable task to be got out of the way before passing on to enjoyable things. Work with figures can be, and should be, as pleasurable as work with words and contains the added joy of the possibility of perfection.

For the child who enters the school or class already confused and unsuccessful, diagnostic tests are of enormous value. They make early success possible and give a child confidence in the teacher's ability to help him out of this difficulty. They are quick and easy to administer and avoid much waste of time. It is still, unhappily, common (though not perhaps among readers of this journal) for children to be hit if they do not get their sums right. If we reflect for a moment that the unhappy, unstable or highly strung child is the one likely to get his sums wrong because of his frequent lapses of attention we must look on this with a far from sentimental horror. We could not do worse if we set out with the avowed intention to prevent learning. To damage a child's power of learning is so truly unprofessional that one feels that no one who has seen such behaviour in its true light could ever indulge in it again. Ability to do arithmetic is fairly highly correlated with general intelligence, but the widespread retardation in this subject is largely due to a neglect of the known facts about

the importance of levels of maturity and the emotional factors in all learning processes.

This is no place for a detailed syllabus; there are particularly interesting suggestions for such in Arithmetic in Primary Schools (see Book List), but each school or group of schools should examine the subject afresh. Such an examination is particularly valuable if it can be done in conjunction with some members of the Grammar and Secondary Modern Schools staffs perhaps with the L.E.A. psychologist in the chair!

Thus, to sum up, it will be seen that practice work should follow experience, that the time at which practice is most acceptable and appropriate is the seven to eleven period and that before that most of the time is needed for gathering the experience. The teacher's main task is to help children evaluate and use experience, to make explicit to them the number facts they know and arrange for practice of these. This clearly must be done partly with the class as a whole, partly with groups and partly individually. If the teacher wishes to give the children a value for accuracy she will gear the work carefully to their capacity and expect good work at that level. Children seldom work up to capacity if too much or too little is demanded of them.

Let us not dare to leave out Primary School children at the stage of contemptuous irrelevance of 'Nine, ten, My fat hen', but rather at the more courageous level of 'Eleven, twelve, Dig and delve', confident that if they do, few need say that they are 'no good at arithmetic'.

SHORT BOOK LIST

- A.T.C.O.E.: *Arithmetic in Primary Schools*. (Longman, 2/6.)
- Brideoake, E.: *Arithmetic in Action*. (V.L.P., 4/6.)
- Schonell, F. J.: *Diagnosis of Individual Differences in Arithmetic*. (Oliver Boyd, 2/6.)
- Scottish Council for Research in Education:
- No. XLI: *Studies in Arithmetic*, Vol. I. (U.L.P., 5/-.)
- No. XVIII, *Studies in Arithmetic*, Vol. II (U.L.P., 5/-.)
- No. XX, *Early Development of Number Concepts*. (U.L.P., 1/-.)
- No. XXI, *The Teaching of Arithmetic*. (U.L.P., 1/-.)
- Sutherland, J.: 'An Investigation into Aspects of Problem Solving in Arithmetic'. *British Journal of Educational Psychology*, Nov., 1941, Feb., 1942.)

EARLY AESTHETIC EDUCATION

One

THE TWO TO FIVE GROUP

Enid Gentry, Teacher in a London Nursery School

ALL children are artists and enjoy experiencing the arts. The variation is within that enjoyment. With some, it is a full time occupation ; with others, one of many.

One advantage in teaching the pre-school child is that no definite curriculum is demanded and it is therefore possible to have many forms of the arts available for at least part of each day. The basis of nursery education should be an absence of compulsion, and from this freedom individual choices are easily discernible.

In our nursery I always have ready mixed paint, paper, crayons and some form of plastic material, such as clay, plasticine, pastry, available for the greater part of each morning together with the usual activities of sand, waterplay, etc., and as often as possible, woodwork. It is sometimes deemed impractical to have certain occupations, such as hammering or painting, because of staff shortages, but I have honestly found that children need far less supervision and life is much easier if nails and a hammer are given when asked for than if one refuses—and then finds them using a brick on someone's head for the same purpose ! If the need for restriction arises I find that children can be reasoned with and respect one's judgment far more if there is not constant denial.

I believe in introducing new activities and not presenting every single possibility each day 'on a plate', and I therefore prepare as extra activities coloured paper and scissors, finger painting, pastry, etc., and find the children go to them with renewed interest. However, they know that they can always ask for any particular occupation that is not actually put out, and once this system has been established I find that the children actually plan their own daily programme. Peter, aged four, arrived at school the other day and immediately asked for hammer and nails, collected a box he had remembered in the shed, and spent the entire morning making a bird table. At various times during the morning he demanded a further supply of nails, wood, bits of cloth and

paint and had odd helpers banging bits into the same box, but their interest waned though Peter continued, and at 11.30, when invited to listen to a story, 'I don't want a story, can't you see I'm busy ?' It is this persistence that makes one realize that not only do children enjoy the actual experience but soon begin to interest themselves in the achievement.

Results are not the particular aim for the under-fives, and it is hard for a grown-up to judge a very young child's painting without using adult standards. It is a little difficult sometimes to realize that it means as much to the child to put the two-year-old 'splodge' upon the wall as the five-year-old picture. In actual fact I find that the two-year and three-year-olds often derived as much pleasure from folding the painting up and putting it in the waste-paper basket as in actually painting it, and have recently kept a basket by the painting-table for such a purpose. The choice of putting it to dry or throwing it away is then with the child. About three-and-a-half to four years old they generally want to keep everything they have painted, and after that begin to choose what they think best.

A group of six boys of four-and-half to five years old, having watched a local chimney on fire, returned and painted or chalked large pictures of the scene. The result was the three five-year-olds, who had been at the nursery for three years, drew detailed pictures of the engines, firemen climbing over the roof with buckets, and so on, but the other three had as much enjoyment out of painting a picture and covering it completely with thick red and yellow flames and black smoke so that it was indistinguishable. They were all equally proud to have these on the wall and John took his home elated, but returned the following morning and said solemnly, 'Dad said it was a lot of muck ; it isn't, is it ?' I gave him some new paper and paints, and provided a place of honour on the wall for his next achievement.

It was with this group of boys and some other

four-year-olds that I made some very primitive glove puppets on some winter afternoons when the rest of the nursery were still resting. Although this entailed a certain amount of achievement in the making of the puppet, I did not aim for any result in the form of a finished puppet show, and left it to the children to make what they wanted out of it, which was far more satisfactory than imposing any adult form. (As far as the puppets were concerned they were merely stuffed flour bags with painted faces, hair and clothes being stapled on as they were unable to sew.) What did it matter if a few regarded theirs as dolls afterwards, and made chairs, tables and beds for them? And for others half the enjoyment seemed to be in getting some children, and if possible staff, sitting patiently in front of the stage while they took their time behind the curtains.

There is no need for actual art teaching with the pre-school child, but there is need for a sympathetic understanding. As far as subject

matter is concerned, very little instruction is needed at this stage; if the child wants to paint he invariably knows his subject or experiments as he paints. However, there is a place for suggestion and realization on the part of the children that there is a background of interest and encouragement.

With nursery education one must never have any too static pre-planned programmes or ideas of children's achievements, but must really work with them and be prepared to encourage and foster their ideas as they emerge, even if this means changing one's original plan; this I feel certain is the way in which children have opportunity to show the enterprising artists that they are. There is no child, even the newest two-year-old in the nursery, who does not freely experience painting and the other forms of art. Some might only paint one day in five, others are only happy when actually creating, but all, I honestly believe, have the ability to create.

Two

INFANTS AND YOUNG JUNIORS

Nora Proud, teacher in a Cambridgeshire Junior School

NO ONE who has watched young children playing at home or at school doubts that the sense of adventure and of confidence in whatever they are doing is one of the most astonishing things about them. They are most ingenious and unafraid in the way they assemble their materials, clay, plasticine, paint, crayons, bits of wood, beads, counters, coloured paper, leaves, flowers, and are very often surprisingly poetic in the way they interpret what they have made for the benefit of grown-ups.

After I had been in charge of the entrants' class I found that one of the best ways of settling even the most diffident child on its first day at school and giving it scope for this sort of self-expression, was to get out the painting materials. The conditions were not ideal; paper and paint were too scarce for us to have more than one half-hour painting time each week, but the children soon began to watch for painting day. On that afternoon they brought their mothers in to see what they had done, and the discussions that followed were of great help to all of us. The mothers laughed indulgently at first, but later they were surprised at the quality of the

work and the intense interest of the children in it.

Each child had a large painting brush, a piece of kitchen paper not less than 14 in. by 20 in., and shared a jar of water and a tin or wooden box containing about six pots of thickly mixed powder paint, black, vermilion, yellow, ultramarine, viridian, purple, and any other colours I happened to have. Later, at the junior stage, they had dry paint and mixed their own colours, but we never had enough paint to allow the younger ones to do this. We were fortunate in having a room large enough for them all to be comfortable either on tables, or on the floor.

At first there was no lesson; they just painted. I gave simple instructions about holding the brush, washing it before using a different colour, and pressing out the water so that the paint kept its thickness. Sometimes the children would do line drawings with the brush, if they had been used to drawing at home, but usually there was just a mess of paint at the end of the time. I always found that the children with most confidence about their work later were the ones who made most mess at the beginning.

When they had become used to the paint, and pictures were emerging from the mess, I generally gave some simple suggestion before they began painting. The things they best liked painting were themselves, the teacher, their parents, a toy or a doll, a bus, sometimes a nursery rhyme. I helped them to see that the shape of what they were painting should fit in with the shape of their paper, and that they could make use of all the paper by decorating it with anything else they could think of. Often they ignored what I had suggested and painted their own subject, which usually turned out much better. If a child asked what he should do next, or seemed to be stuck with the picture in my opinion unfinished, I tried to make him see what was needed by such questions as 'Is he in the garden? What flowers were growing there? Were there any birds? Is he playing with anybody?' On one occasion, seeing a wide strip of paper unpainted beneath an otherwise complete picture of a telephone van with ladders, telegraph wires and perching birds, I asked if perhaps there would be any cats or dogs playing near. The boy laughed and said: 'There wouldn't be any cats or dogs playing under the ground; there would be a snail, a slug, a beetle, a worm, and the root of a crocus', and he promptly painted them in.

As the children passed through the infant and junior school, they came back to me for their painting lesson of one hour once a week. Gradually the subjects I gave them became more involved: familiar scenes, bath night, baking day, a birthday party or a pantomime, or whatever happened to be the interest of the moment, a visiting fair, the Salvation Army band. During the week the children would occasionally come into my room and stand round discussing their pictures, which I usually mounted and hung round my walls. Then they would come with their own suggestions for the next painting lesson—the sugar-beet harvest, milking time at the farm; nothing seemed too difficult. These children are now between eight and nine years old, and perhaps half of them will adopt my suggestion for a painting lesson, and the others follow their own ideas, unless I happen to hit on a particularly engaging idea. None of them so far has lost the creative self-confidence which he had in so much abundance at an earlier age. They sometimes ask for an idea of what to paint, but never how to paint it. They solve their

difficulties as they arise, and it is fascinating to watch their progress. Once, when they were between six and seven, they painted Shrove Tuesday, and a bunch of mothers cooking pancakes appeared. There were some profiles, round faces with one eye, a beaklike nose and a line mouth. Last year one girl tried a real profile. It took a very long time and came very big, so she put all her other figures in the picture the usual size with the old full faces. Now she paints them successfully whichever way she wants them.

To prevent the children from ever being discouraged about their work, I try to keep all criticism constructive. Sometimes the children criticize each other rather unkindly, causing temporary diffidence and then if possible I try to make it constructive. A precocious child may say to a less advanced one 'Whoever saw a purple tree?' and I would try to show them that it would depend on what sort of tree it was or what light was shining on it. If confusion arises about distance or perspective or what really is between the earth and the sky, I try to think of subjects where the problem does not arise: Guy Fawkes night, with darkness all round, fog, interiors, imaginary still life; in time, and with careful observation, the uncertainties disappear. In any case, by this time the children have acquired their own standards about what is good and what is bad in their own work, and do not necessarily accept an adult point of view about it. They realize that by any standards they cannot paint a good picture every time, but it does not deter them. Painting is fun and adventure, and they will keep the same spirit in whatever creative work they find to do throughout their school life if they are given a fair chance.

PSYCHOLOGICAL BOOKS

A large selection of new and standard books on Educational, Vocational and Child Psychology, Mental Tests, General Psychology, etc., always available.

SECOND-HAND BOOKS. A good selection at greatly reduced prices at 140 Gower Street, W.C.1.

LENDING LIBRARY. Medical and Scientific. Annual Subscription from ONE GUINEA.

PROSPECTUS POST FREE ON REQUEST.

LONDON

H. K. LEWIS & CO., LTD.

136 GOWER STREET, W.C.1

Telephone: EUSTON 4282

THE YEAR BOOK OF EDUCATION 1950 Edition

Published in association with the
UNIVERSITY OF LONDON INSTITUTE
OF EDUCATION

Joint Editors :

N. HANS, Ph.D., D.Litt.

J. A. LAUWERYS, D.Sc., F.R.I.C.

The theme of the YEAR BOOK OF EDUCATION for 1950 is largely sociological: the main topic is the inter-relation of the educational and occupational patterns in different countries. Educational systems are regarded as a whole, especially in their selective and vocational aspects and the book represents the results of a comprehensive attempt to discover the various reasons for vocational decisions.

Consideration is given to :

*The relative importance of heredity and environment.
Vocational guidance; selection by intelligence tests,
psychological tests and examinations.*

The effects of social change and industrialisation.

Now ready. 63/- net. 64/- post free

EVANS BROTHERS LTD.
Montague House, Russell Square,
LONDON



Line drawing reproduced from

THE ADVENTURES OF CHUNKY LEILA BERG

Illustrated by George Downs

7s. 6d. net

Lively and entertaining stories of a wide-awake little boy who finds interest and adventure in the sights and sounds of every day.

FARMER DROWSY DROWSY'S CHRISTMAS EVE ELF LEWIS CLARKE

Illustrated by Arnrid Johnston.

Each 3s. 6d. net

These two new volumes relate further adventures of the sleepy little dormouse and his fieldmouse cousin, Timmy, who are frequent guests of the B.B.C. Children's Hour.

THE QUEEN ELIZABETH STORY ROSEMARY SUTCLIFF

Illustrated by C. Walter Hodges.

8s. 6d. net

This addition to the *Oxford Novels for Children* tells the story of Perdita, a little sixteenth-century country girl, who longed so much to see Queen Elizabeth that the 'pharisees' granted her wish.

SANDY THE RED DEER F. FRASER DARLING

Illustrated by Kiddell-Monroe.

6s. net

A *Pompey Book* telling the story of a Highland red deer's birth and growth, seen through the eyes of the deer-stalker's children.

THE ENCHANTED SHIP and other Greek Legends JO MANTON

Illustrated by Phyllis Bray.

3s. net

A *Chameleon Book* of Greek Legends retold with all the strength and grace of the originals.

A PICTURE HISTORY OF BRITAIN

Written and illustrated by

CLARKE HUTTON

10s. 6d. net

A revised and up-to-date edition of this attractive pictorial history by a celebrated artist.

A BELL FOR URSLI SELINA CHONZ

Illustrated by Alois Carigiet.

8s. 6d. net

The story of Ursli's mountain climb to secure the biggest bell for the village festival. A tale of Switzerland, told in light-hearted verse with pictures in glowing colour.

THE TALE OF THE MONSTER HORSE and other Verses IAN SERRAILLIER

Illustrated by Severin.

6s. net

The poems in this book have already established success on the radio and individually and their spirit and humour are generously supported by Severin's lively illustrations.

Published by
OXFORD UNIVERSITY PRESS

CHILDREN IN RESIDENTIAL NURSERIES

M. H. Holmes, Psychiatric Social Worker and Teacher in an L.C.C. Residential Nursery

AFTER working for six months as the sole non-resident teacher in a residential Nursery (staffed otherwise by Nurses), I feel I must try to think out the aim and achievement of a teacher in a Residential Nursery as compared with those of a teacher in an ordinary Nursery School.

A 'normal' home-child can build up his love and hate relationships with his parents, even bad ones ; but a residential child lacks that individual closeness of contact which is the rock on which the Nursery School teacher can help him to build an orderly, peaceful and full personality. Normally a child 'plays up' his mother in safety to a lesser or greater extent, and is usually able therefore in part to take the teacher initially as a potentially good, well-meaning mother figure, and in part to give her the constructive side of his personality. If, at times, he must give her the bad, destructive, hostile side, this is never so for all the children in the group at the same time.

A residential child, in order to come to terms with himself, has first to come to terms with one stable adult, not merely to learn superficially to please and conform to the world imposed by a succession of adults. One of these may be cross with, or smack him, but the next may, with luck, pick him up and comfort him ; in either case he will never be certain which response to expect. What struck me most at first about residential children was this lack of relationship, this intense despair, and this lack of expectation of comfort *as a right* from adults. Here was no three-year-old stretching out his arms to an adult to be picked up and comforted, not even an agonised crying, but merely a piercing and yet detached howling of despair, ending often in the typical rocking of the body. Even when picked up by an adult there was no acceptance or rejection of the adult as a person ; she was just an accidental part of the environment. It was a long time before a child accepted comfort, or searched my face as he sat on my lap, as if trying to put together my features, as a much younger child does with his mother. When I returned after a holiday of ten days, after being three months at the Nursery, the children, with the exception of two of over four, passed me without a glance, or with a look of complete non-recog-

nition and indifference. They no longer called me by my name. The second day after this holiday, David (3½ years) came up to me and said, 'You came back, didn't you?' in a wondering affectionate way. What an unpredictable world to a child where adults come and go so frequently that one discards even the better known like old clothes. A child must establish a depth of contact before beginning to build an orderly world on to it.

The other factor making it difficult to establish this emotional contact with residential children is that each is always competing with other children for the adult's love, and has perhaps never known individual and exclusive oneness with a mother. I can remember, when I started with a group of only ten children, hearing one of them after about two weeks apparently trying to assimilate the group by saying over and over again the names of all the children in it.

It is not natural to the under-fives to collect in groups of more than three or four children, and therefore one should have only such intimate groups listening to a story. But apart from this, I feel that the main attraction of looking at a book for most residential children is that it involves an adult's attention. Though a child who is longing to sit on an adult's lap or have her arm round him might conceivably be made to sit still on a chair and listen, he is not yet ready for an intellectual appreciation of stories and pictures but is still needing the intimacy of contact which an ordinary Nursery School child has with his mother. It is only after satisfying his deeper emotional needs that he can become detached enough to project himself on to Baby Bear and to comprehend a world where Mummies, even though they are Bear Mummies, make porridge for their children.

A child who is too emotionally unsatisfied is incapable of phantasy play. The emotional and intellectual impoverishment of the residential child's world means that he cannot play at washing, mangling, ironing or pastry making as an identification with a mother figure, and house play in its normal Nursery School form does not for him exist. I shall not easily forget how the children used their first tea-set (and still occasionally do) exclusively as a thing to rattle round and carry in a box, and how in a kind of bitter scorn

HEINEMANN

THE LIVES OF THE PEOPLE

Book One

A. H. HANSON

This is the first of four books providing a history course for Secondary schools. Written on the "lines of development" method, it approaches the past along tracks that have meaning for the children of to-day. Book One traces the development of the Road and the Ship, The Home, and Medicine.

There are varied lists of "Things to Find Out" and "Things to Do" to appeal to all aptitudes. Lavishly illustrated with line drawings and half-tone plates.

Ready now.

4s. 6d.

AN ACTIVE HUMAN BIOLOGY

CYRIL BIBBY

This new book for 11-15 year olds describes the anatomy and functions of the human body. It is written in the simplest possible language.

Heredity and evolution are dealt with, and the social and economic implications of biological discoveries described.

The drawings by Ian T. Morison have unique teaching value, there are many half-tone illustrations, and the whole book is beautifully produced.

Ready October.

4s.

99 GREAT RUSSELL STREET, W.C.1

when I offered them a brick as a pretend cake Mary said, 'That's not a cake, it's a brick.' I also remember my joy when a fortnight later, Mary (4½ years) played at taking her 'baby' (Henry, 3 years) out in the cart, and gave him bricks as sweets. When I asked to have one of the two dolls Henry was holding for another child, Mary said I couldn't because 'His Mummy gave him *two* dolls'. After I had been at the Nursery about a month, the children brought me leaves as 'bread and butter'. Even though Mary will now completely dress her 'children', the four boys, in coats and sunbonnets, put two of them in the pram and build up quite an elaborate play with about eight children in a group on this basis, there is still no attempt at co-operation in building extensive things like ships or trains or buses, and little sustained play such as occurs in ordinary Nursery Schools. Individual objects, such as the zinc tin bath, are used as a boat, but no one makes any attempt to add anything to make it into a complete boat.

Whereas it is important for the children in ordinary Nursery Schools to put back the toys which they use to some degree, I think that one is

making undue demands on a child in a residential nursery if one insists on this. Such habits can come only very gradually and are only really established by identification with the adult. It may sometimes be an unwanted and boring task for the Nursery School child to tidy up after himself, but he is usually far more able to tolerate and appreciate demands which, though they are a nuisance, are also a reasonable convenience. Such demands as that he shall hang up his own coat, help to tidy the toys, fold blankets and so on, have, I believe, to be made upon a child from a residential nursery with infinite gradualness. Until a child has learnt to give and take *not* because adults say so, but because it is a real part of living, he should not be asked to keep rules. It will be a long time before he wants to live co-operatively, and is able to accept demands which conflict with his need to be given everything, because he is always really compulsively demanding that early security and mother love, of which giving is a token. It may be that a residential child can reach this stage of help and co-operation only after Nursery School age, and that if one wants him to obey requests and not

commands, one has to wait upon his much later emotional development. I personally have found that requests as opposed to commands were at first not understood at all, and still meet only rare response.

Another thing which seems necessary is that children should be allowed to know love and hate and denial in their extremes of feeling, and in relation to one secure adult, if they are ever to know how to deal with them within themselves. A child in hospital or at a new school often cries if his mother stays with him or returns to visit him, *more* than if she goes away immediately and does not return. Yet his tears shew us that he is being enabled to feel, assimilate and recover from real grief. So a residential child, who so easily becomes a good, apparently non-aggressive, obedient child, would perhaps be less good and less obedient, but would have greater initiative and a richer personality development, if he were allowed to say: 'I won't', and 'I don't love you', without feeling the world will end. The broader emotional setting not only enriches his own personality, but builds up a fuller capacity for understanding and sympathy with other people.

Another problem which is more marked in the residential Nursery School than in the ordinary Nursery School is caused by the child's need to regress. All children and most adults need to regress at times, perhaps to a very early stage when we were loved and cared for as helpless babies. This regression happens in part when we are ill, or falling asleep at nights, and a mature adult is able to enjoy such regressions. All children ask at times to be picked up or fed or to have something done for them which they are quite capable of doing for themselves, just because they need momentarily to experience again the care that we lavish on the helpless and the dependent. A residential child tends to regress much more often to a stage in which he has had very little satisfaction of his needs, and he tends to regress more completely. One little girl used to squeeze herself into a small doll's cot, and on one occasion at least quite deliberately urinated there. She obviously needed once more to be a baby. When Mary took her 'babies', Henry and John, for a walk in the pram, they too wetted themselves in the pram; and although both are over three years, they really love being wheeled in the pram by Mary, and submit to all

her babying without protest. Patsy (3½ years) stuffed her mouth full indiscriminately with any kind of food. She would put her fingers into all the dishes or into other children's plates, and eat pieces being swept up off the floor. She has now reached a stage where although she still has bouts of compulsive stuffing, and is extremely messy in all her eating and handling of food, she *can* sit by me as I eat my tea with the children eyeing my plate and cup, and saying 'Me not touch, me not touch', though sometimes she is compelled to do so. She likes me to feed her, and often offers me food from her plate, saying 'Eat it, eat it', and she is satisfied with my pretence to do so. All the children will drag food, lettuce and dry bread from the rabbit's cage, and eat it, and rubber dolls are not only chewed but pieces are bitten out of them.

Whereas a Nursery School child carries over his identification with a parent into school life, a residential Nursery School child has no such identification and, unless the school is divided into small family groups, is lucky if one is ever achieved. Mary (four years, ten months) has told me twice recently, 'I'm going to grow up to be a

EDUCATION in the U.S.S.R.

TWO NEW BOOKS

COMMUNIST EDUCATION

by M. I. Kalinin

Late President of the Supreme Soviet of the U.S.S.R.

Cloth Bound • 480 pages • Price 2/6

Post 4d. extra.

NOTES OF A SCHOOL PRINCIPAL

by Ivan Novikov

Paper Bound. • 88 pages • Price 9d.

Post 1d. extra.

Both from **COLLET'S**

MAIL ORDER DEPT., 66 CHARING CROSS ROAD,
LONDON, W.C.2.

big lady—a Miss H. a teacher'—but constantly also insists that I am her Mummy. She and the two four-year-olds often talk of growing up into 'big ladies' and having babies, and even measure themselves against a fence to see just how high they have to grow to be a 'big lady'. They seem in this to have reached a fairly normal stage, and in my walks with the seven bigger ones they have been encouraged to discuss growing up, when they wished. But quite often in big groups such wishes are left unformulated and undiscussed.

It seems to me essential that before being expected to adjust himself to a co-operative routine, or even to the modified social demands of an ordinary Nursery School, a residential child has to live in a particularly mild atmosphere; otherwise his adjustment, though it can be made, is a

superficial one. The aim should be not to make a child eat nicely and learn habit control as speedily as possible, but to accept as far as possible his oral and anal aggressive wishes, so that he passes through and does not by-pass the essential stages of mental growth. This too is necessary in order to make possible a good identification with the adult. These aims can really be achieved only by having small groups of children, and it is doubtful how far a teacher as such has a place in a residential Nursery School, unless it is for a group of older children who have already successfully made attachments to an individual 'group mother' over a long period of time. Until a child has *worked through* his emotional tensions, not merely having them repressed, he is not ready for education in its narrower sense.

PRIMARY CLASS

Four rows of wooden desks
Burdened with rulers, pens and books
The tools and texts of scholars.

Consigned to each a seat :
Upon each seat, in pairs
The children sit.
Some eager, bright and neat,
Respond to questioning :
While others lend an ear
Unwillingly, without the wit
To understand. Some inattentive
Follow their desires,
Until a threatening voice draws near
To break the thread of dreams.

A pointer moves from board to map :
The teacher takes a journey
Over green land and cobalt sea.
Obscure words fill the air :
The pupils travel miles
Through pictures charts and plans.
Quite unaware of purpose
They arrive at destination
To clang of bells.

Books disappear beneath the wooden frames :
Lithe bodies leap to attention,
And through the haze, that blurrs
Dulled minds, divided into cells
Ill packed with sums and spelling
They see their world . . .

Brick houses, ribbon built
In long monotonous rows,
Repeated down the dingy streets :
No river flows
Through fields where dreamy cattle stare ;
Yet out of school they rush . . .

An awful silence fills the empty room.
Caesar looks down upon the white chalk cliffs :
The ancient Britons honour Boadicea :
Beneath her chariot snowdrops grow
Along a paper frieze,
Heads nodding, leafy blades raised stiffly in a row.
Nearby, Eskimos prepare a sleigh,
Harnessing the Huskies.
And from their igloo, lifelessly, they ride away,
To Holland, where the windmills
Blow terracotta tulips crayoned blatantly.

Above the mantelpiece hangs the Madonna :
At her side the Christ Child stands
Haloed with butterflies, moths and bees.

Ghost voices fill the air :
I turn from inartistic walls
Jumbled with illustrations.
A strange and sudden nausea fills
My being. Mind muddled, eyes bleared
I follow the shouts and calls
Of girls and boys set free
Where ashbins, prams, and noise
Offer them liberty.

E. H. RAY



No proper place to play.

THE LONDON CHILD'S PLAY

E. M. Cecil

IT is only in comparatively recent years that play has been generally recognized as a fundamental need, as important as food or sleep. Emphasis was previously laid on food, clothing, health, shelter and education, and it was only the enlightened few who indulged in ideas such as those expounded by John Locke in *Some Thoughts on Education* in the seventeenth century: 'Recreation is as necessary as Labour or Food,' he says, 'but because there can be no recreation without delight which depends not always on Reason but oftener on Fancy, it must be permitted Children not only to divert themselves but to do it after their own Fashion provided it be innocently and without prejudice to their Health.' Let us then see how the London child, with the particular lets and hindrances of his environment, finds his 'delight' in play in all its forms.

Nowadays a great deal of the adult provision for children's play is highly organized or of very limited appeal. Some of it, like that in the better-run clubs, is partially free; much of it, as in some parks and playgrounds, almost entirely so. But it is in the streets, on the canal-banks, in deserted goods-yards and in railway cuttings that children really play without thought of adult supervision. Anyone who has watched children in London will have been fascinated by their enterprise, initiative and imagination when

they play by themselves. Limited as they often are by faults of environment and education, curbed by false standards and mistaken ideals, they often radiate in their play a vitality that is quite astonishing. Norman Douglas, in his fascinating book, *London Street Games*, first published in 1916, tells how he collected over 4,000 different games played in the streets of London, and when I first read this book in 1942 the club children I knew still played a great many of these games. Presumably they have gone on for hundreds of years and are the outcome of the imagination of generations of children brought to bear on instincts as primitive and fundamental as those discussed in *The Golden Bough*.

Many of these games are seasonal. There are all the ball games; the skipping games, either solitary, with the rope 'held', or 'follow-my-leader-through-the-rope'; the many versions of hopscotch; tops of all kinds; 'conkers', marbles, and all the games needing a stone, a stick, a tin or even a cap or jacket, such as 'Dead man's dark scenery'; and, of course, there are hundreds of games requiring no 'props' at all, like 'Grandmother's steps', 'Fox and Geese', and many others with quaint names; all the many versions of 'He' and 'Tag'; 'Mothers and Fathers'; chasing games; hiding games—literally hundreds and hundreds of them. Sometimes the children,

particularly the boys, play in gangs, though gangs will also form of the 'kids' from this street or that block of flats. They will sit round together on the curb or on a convenient doorstep or wall, take care of the younger members of each other's families, and take sides in frequent and tempestuous quarrels. They build elaborate gardens out of tins and bits of glass; they play shops in a corner behind a gravel bin; they race round corners, to the annoyance of passers-by, as 'Dick Barton' or 'English and Jerries' or 'Cowboys and Indians'. They fill their out-of-school hours with a wealth of play which is quite staggering when one considers how uninspiring their surroundings often are.

Anyone who studies the layout of parks and open spaces where children may play in London, and hazards a guess at the very few buildings which are available to them out of school hours, will not be surprised that so many children are to be seen playing in the streets of most of the residential areas. Little or no thought was given in the past when these areas of London were being built as to where the children could play. The playgrounds that *were* provided were designed with undue emphasis on tidiness and with a lack of understanding of children's real needs. It becomes apparent from studying the existing provisions for play that a great deal of what is offered to the child to-day is out of date and does not appeal to him. The glories of the bombed sites have at last given us an inkling of what children really need, if we did not know it before—somewhere where they can play untrammelled by adult supervision, with malleable material.

Schools in London are sadly overcrowded and many homes are inadequate. Many parents, through ignorance or worry or lack of time, through complete indifference, or in face of circumstances, do not or cannot provide those conditions which make for a good home. But parents living in three- or four-roomed flats

or in houses with no gardens, with nowhere for their children to play but the very limited space indoors, the concrete area round about, or the street, can hardly be blamed because their home conditions are unsatisfactory for the reasonable mental and physical growth of their children. Until such time as the housing standard in London is considerably higher than it is to-day, some supplement to home and school must be given to children if they themselves are to become satisfactory parents.

It is to be hoped that, now that so much rebuilding is being done and with the increasing realization of the child's needs, London will in future have more premises for a freer kind of club where children can play with the materials and freedom to be met with in a satisfactory home, and more proper playgrounds, if necessary fenced to prevent them being an eyesore to the adult population. Juvenile delinquency is often caused through the impact of intelligence and imagination on an unsympathetic environment; surely we can do something to preserve the first of these and do away with the second?

The illustrations for this article are from photographs lent by the National Playing Fields Association, to whom we express our grateful thanks.



... their enterprise, initiative and imagination'

ATTITUDES OBSERVED IN SEVEN- AND EIGHT-YEAR-OLDS

Frances Tustin

I LIVE in the same house as a lively eight-year-old boy called David. Watching his play has crystallized some of the ideas and queries that were at the back of my mind when I worked with mixed groups in which there were seven- and eight-year-olds. Let me take a morning of his play and then use it as the basis for discussing some of the attitudes that seem, from my observations, to be typical for children of roughly this age.

Before I do this, however, I must make clear the sense in which I am using the word 'attitude', since it can be used in a good many rather specialized senses. I shall use it in its general everyday meaning of a way of looking at the world which influences our responses. We see the world, and the people and things in it, through spectacles tinted by our own inner life, both conscious and unconscious. This inner life of thoughts and feeling, which is the raw material of our attitudes, is the result of a complicated interweaving of inborn drives and tendencies with experiences that come from contact with the outside world. When we observe children, all that we can do is to infer the existence of certain attitudes from their pictorial, verbal and play responses to certain situations.

Having tried to make clear the sense in which I am using the key-word of this article, I should like to give a record of David's play exactly as I jotted it down on one particular morning.

He started by building a boat from the folding camp-bed, two deck chairs and the step ladders. After playing with this for a while, he armed himself to the teeth with pistols, guns, daggers and swords. Dressed like this he stalked around shooting at imaginary enemies and leading his own men into strategic positions for the battle. I then came out to fetch vegetables from the plot which is at the top of the garden. He insisted on accompanying me because of the enemies who were lurking behind the trees up there. He shot at these enemies while I picked greens. On the way back I had to become a princess who was kept in a castle by a fierce ogre. David rowed down the garden path, which had

now become the castle moat, and rescued me from the castle. (On other days I am the enemy and he shoots at me or says 'Hands up'.)

In the play of other seven- and eight-year-olds I have observed many of the same attitudes as seem to be expressed by David in his play. The three most striking ones seem to be :

Exhibitionistic attitudes,

Let's Pretend attitudes,

Hostile-cum-cherishing attitudes.

Exhibitionistic attitudes.—It has been my experience that most 'normal' children of this age have a fairly uninhibited love of showing-off to other people. They will dress up and parade before younger children or grown-ups with no apparent sign of embarrassment. Rosalind, a little girl of near seven, who has recently been staying with us, found her most intense and longest satisfaction from dressing up in my 'jewellery'. On another occasion, when, with the help of two clean teacloths, she had dressed up as a nurse, she preened in front of a mirror for a full quarter of an hour before settling down to a game of hospitals. Unless children of this age have met with a great deal of adult ridicule they will dress up and act plays and stories without any sign of self-consciousness. It is the rare child who does not get satisfaction from it. In later junior years this is often not the case.

It seems probable that this attitude towards display is partly prompted by the desire to feel significant and important. David struts about bristling with lethal weapons and feels no end of a fine fellow. Rosalind, wearing a pair of blue ear-rings, a forget-me-not brooch and a string of green beads, feels very grand and grown up.

It is probably for the same reason that children of this age tell 'grand' stories about their families, particularly if they are away from home. Rosalind told me that her mummy did typing for Buckingham Palace. She was probably aware that this was a bit of make-belief on her part for she added hastily that 'it was only sometimes'. I heard a similar story of a seven-year-old boy who was away from home. On seeing his hosts' electric kettle he told them that his mother had



COMMUNAL PLAY EQUIPMENT FOR NURSERY SCHOOLS

Our new Catalogue embracing an enlarged range of Toys and Nursery Furniture designed for use in Nurseries and Schools is now in process of distribution. If you have not received a copy let us have your name for our mailing list

FLOOR PLAY • DOMESTIC PLAY • RECREATION EQUIPMENT • EDUCATIONAL TOYS • NURSERY FURNITURE

NURSERY EQUIPMENT (SALES) LTD.

1263 LONDON RD., NORBURY, LONDON, S.W.16

one that was made of pure gold. A boy of eight, in boarding school, was overheard to say as he drew a picture :

'This is true.

'This is my daddy. He threw this bomb and it knocked off the German prime minister's hat and went on and knocked Hitler on the head.' (Here he hesitated, probably having remembered the real fact that no one, at that time, knew how Hitler had died). He went on : 'But er-er it didn't kill him.'

Let's Pretend attitudes.—Children of these ages obviously get something of the same sort of satisfaction from their 'Let's Pretend' games, in which dressing up, striking postures, pirouetting and make-believe, play such an important part.

These games are intriguing to watch and conjecture about. Most children are probably aware that the 'enemies' they fight, the 'babies' they cherish, the 'dragons' they kill are quite different in character from the flesh and blood people, babies and animals that they see around them. On the whole they do not seem to confuse fantasy and reality to any noticeable extent. I have an idea, however, that children of this age feel the

press of inner fantasies far more than their matter-of-fact exteriors would lead one to suppose. The very strength of their matter-of-factness may be an indication of the intensity of their struggle to deal with the fantasy creations that used to be so terrifying in infancy and which, even now, have not completely lost their potency. Make-believe may also be a weapon against these moments. If one can play a game about witches, then the witch, that at one time seemed so real, may after all be nothing but pretence also. It is my opinion that in the 'Let's Pretend' games of the young junior we see further stages of the battle against disturbing fantasies. In this stage of growth they have got them on to a level where they can be controlled by games of pretence, but they are still so real that they cannot dismiss them as being unworthy of concern.

One afternoon David played a game in which he had the window-pole for a lance, the tea-cosy for a helmet, and the tea-tray for a shield. He had been acting an absorbing game of catching a criminal ; suddenly he stopped and said, with what seemed to be a relieved chuckle, 'Why it's only the window pole'. This started a new game ; he went round all the things he had used for his game, saying, 'Why, it's only the tea-cosy', and so on.

It seems to me that children of this age are still in a state of doubt about the giants, the ogres, the witches and all the fantasy creations which they found quite feasible when they were younger. Most of the time they are sceptical about them, but I often sense a vague uneasiness at the back of their mind when faced with the complete abandonment of such ideas. I have felt this, even with children who have lived with sceptical and matter-of-fact adults. For example, as Rosalind was packing her case to go home, she said : 'I won't put dolly in the case. I know she's not alive, but *you never know* ; she might suffocate.'

On another occasion, I said to David : 'Why

do you go about armed like that when you know that there is really no one here who will hurt you?' He replied: 'Yes, I do know that, *but you never know*, there might be, and anyway, it's a good game.'

As well as being disturbing, fantasies can be reassuring, and I have sensed the same 'You never know' sort of feeling about fantasies of this nature. When I asked Rosalind whether she believed in magic, she replied 'only conjuror's magic'. Another time on questioning a group of children in which there were some seven- and eight-year-olds, I had these replies:

Me: 'Do you believe in magic?'

Various children: 'I don't'. 'I don't.'

Alan (eight years, eight months): 'In ways. The world came from the sun, but where did the sun come from.'

In Alan's statement we may have an indication of the reason why young junior children feel they cannot completely abandon a belief in magic: they are aware of facts in their experience that seem so remarkable that they cannot be explained other than by magical postulations.

Human beings find it difficult to tolerate uncertainty and lack of knowledge. It helps us to feel secure if we feel that we are living in a comprehensible world. This is part of the motive power for scientific research. On the other hand, the primitive mind, with its need for quick answers and its limited capacity for finding out, tends to attribute what it does not understand to magic. It is very understandable that the seven- or eight-year-old needs to fall back, every now and again, on to magical explanations to make him feel that he has got the world 'taped'. One of the features of growing up is the developing capacity to tolerate the outside world with its incomprehensibility, uncertainty, frustration and imperfection; along with this will go the discarding of magical formulations, animistic conceptions and anthropomorphic ideas. However, for children of the age under discussion, it is feasible and understandable that they have not enough security and knowledge to give up completely the comforting primitive beliefs.

The content of 'Let's Pretend' games is fascinating material from which we can deduce children's unconscious attitudes. Words merely draw off the froth that is on the surface of the child's mind and the attitudes expressed may be superficial and ephemeral. From observations of

spontaneous play we come upon the deeper springs of personality and can see the expression of those fundamental attitudes which the child does not, and indeed cannot, express in words.

Hostile-cum-cherishing attitudes. In the play of children of this age these two contradictory attitudes are usually expressed very clearly. By the time a child, brought up in our society, has reached the age of seven or eight he has learned that hostile feelings are frowned upon by the social group in which he lives. They are still present, however, since human nature has an infinite pattern of responses, and usually find a socially acceptable expression in play.

The little girl who gets cross with her doll, or who 'has a row' with the shopkeeper, is expressing hostile feelings, but in caring for her doll or the sick people in her hospital we see her healing, mending impulses. David shot imaginary enemies with fierce hatred, but he protected me, first from these enemies, and later from a wicked ogre.

It is my experience that these healing, protecting elements are more in evidence in the play of the sixes, sevens and eights than in that of the twos and threes. This is what we should expect when we remember the ego-centricity of



New books for Schools

I FLY THE ATLANTIC

By **V. E. Mearles**. A supplementary reader, particularly suitable for pupils of 9 to 11 years of age. It gives an interesting account of an air voyage, and is well illustrated. Price 3/-

IN AND OUT OF SCHOOL

By **T. H. Etherington**. A book for teachers which describes in detail an adaptation of the project method to suit the needs of the Secondary Modern Department in a medium-sized school. Price 6/-

FIRST STAGE READERS. Book 1a

By **Beatrice M. Culham**. Originally comprising nine books and a teachers' book, this popular series now includes a new supplementary volume, Book 1a, **Up and Down the Street**, linking Books 1 and 2. Price 1/3

TREEN. A Book of Gougework

By **W. T. James**. A handbook on the ancient craft of woodwork with gouge and scraper. With working drawings. Price 10/6 net

SOFT TOY MAKING

By **Ouida Pearse**. A Second Edition of this popular craft book. Beautifully illustrated. Price 5/- net
Also available: Complete Paper Patterns, 3/-

SIX SHORT PLAYS

By **R. J. McGregor**. A set of six one-act plays, particularly suitable for Secondary Schools and Youth Clubs. Titles: **Ancient and Modern, The Little Major, The Mandarin's Hat, Take Your Pick, 'Twixt Eleven and Twelve, A Watching Brief**. Price each 9d.

FIFTY SPEECH GAMES FOR THE FIVES TO EIGHTS

By **H. Yaffey**. A book for teachers, consisting of a series of question-and-answer dialogues and little plays, designed to enrich the children's vocabularies and give practice in speech. Illustrated. Price 4/6 net

from **PITMAN'S**

PARKER STREET • KINGSWAY • LONDON, W.C.2

the little child and the developing social awareness of the older one. The extent to which, on occasion, children of this age are capable of entering into the feelings of another person is well shown by the picture of the head of a tramp reproduced on page 181. This was drawn by a boy of eight years eight months. In it, he depicts the thoughts that would be likely to be going through the mind of a tramp when walking along through the pouring rain. I think, because of their noisy bouts of aggressive play, we tend to underestimate the degree to which sympathetic and cherishing attitudes are present in young junior children.

There is, however, another important feature of this type of play. By the time they reach seven or eight years old most children have a fairly clear picture of the kind of child they would like to be. Greedy, aggressive and jealous feelings are not part of this picture, but they are aware of these feelings in themselves in their relations with parents and brothers and sisters. In their play we see an attempt to deal with this situation. By putting their 'bad' side into imaginary outside enemies which they fight, they

can feel that they are the good and loving children they would like to be. It needs patience and wise handling if children are to achieve the degree of maturity which accepts the side of themselves that they feel to be 'bad' as well as their 'good' side. We can learn much from the psychoanalysts about the patterns of behaviour that children feel are 'bad', and how we can help them to deal with the intense anxiety that they have about this 'badness'.

Nowadays we hear a good deal of talk about the importance of giving children opportunities for the 'release of their aggression'. The people who make this kind of statement probably have at the back of their minds some mistaken and naïve ideas about the dangers of 'repression'. The conception that human beings have a given amount of physical and psychological energy which

must find expression, may have had practical usefulness in counteracting the over-repressive and inhibiting atmosphere of the Victorian nursery, but as a description of the real state of affairs it seems to be inaccurate. Modern neuropsychological work indicates that it would be nearer the truth to say that there are several possible patterns of activity which result in motivations in certain directions. Many of them, which are present in infancy in a vague and modified form, are seen expressed in the attitudes of developing children with varying degrees of strength and clarity.

When observing children we see the search for patterns which simultaneously satisfy several needs. (This is apparent from the foregoing analysis of David's play.) Their way of looking at the world will undoubtedly be influenced by the reaction of the outside world to their activities, but we really know very little about the ways in which socially desirable patterns can be reinforced. When we consider the vast technical advances that have been made in this century, this is a dangerous and lamentable state of affairs.

THE N.E.F. IN GERMANY

WITH the coming of Hitler, Dr. Franz Hilker, director of the Auslandstelle in Berlin, was deprived of his post and forbidden to teach. He found work at first as a secretary, but was at length forced to take refuge in a tiny village hidden in the woods in Central Germany, where he occupied himself—*sub rosa*—in working for the village school. There he nearly died, being kept alive only by gifts from friends abroad. With the advance of the American army, the village became a part of no man's land, and he was taken as a hostage. Released later, he was injured whilst defending his wife and family against marauding Poles and was taken to hospital in Fulda. There, in July, 1945, an American officer asked him if he knew anything about education. He produced his dismissal by the Nazis and an old N.E.F. leaflet, preserved since 1932, in which his name appeared below that of Einstein, as one of the Fellowship's supporters. He was immediately appointed superintendent of the Fulda schools. After retirement he became the first director of the Education Centre newly established by the Americans at Wiesbaden. It was then that he determined to resurrect the German Section of the Fellowship as a crown to his life's work. Having secured a large subvention from the ever generous American authorities, he visited Dr. Rotten and London Headquarters; and thus in August, 1950, twenty-five years since the last international N.E.F. conference held in Germany at Heidelberg, another N.E.F. Conference came into being, the first international education meeting called by Germans since 1933. As only 200 people could be housed, attendance was by invitation only, 60 delegates coming from abroad, and the rest consisting of a few old German members of the N.E.F., but mostly of young German teachers and students, whose youth and vigour imparted a life and vitality to the meeting which made it a memorable experience.

No Conference is comprehensible without its setting; for we bring to it all our past, including all its prejudices and preconceptions. Would old German friends be there? And would they still think as once they did? And how would they take our return to their country, now occupied by foreign troops, in the guise (fictitious, it is

true, but how difficult to explain away!) of patronizing strangers coming to re-educate a fallen Germany? Could we re-animate the spirit of the Fellowship, re-establish that trust and confidence which alone make of a Conference a living, creative thing? How uncertainly, and with what shy hopes, we met again our German friends on that first day. The faces we recognized: were heart and mind the same?

Such were the thoughts of some, as the sad and yet consoling majesty of Bach's Trauerode brought Conference members together for the first time. Beautifully sung and played by local orchestra and choir, it formed the right background for us. For Germany is now a scene of mourning so profound that only melodies from the most tragic depths of the human spirit can be true to it.

On that first day, with its official speeches and translations (the Conference was nominally trilingual), we were somewhat stiff and formal, and even our attempts at good fellowship were far from spontaneous. But by the next morning things were better. An account of the Fellowship's growth and spirit led to the welling up of old memories in many hearts. 'Heidelberg in 1925? What! were you there too?' 'So we met at Nice in 1932? Do you remember how Becker and De Monzie shook hands at the Franco-German soirée—the first French and German Ministers of Education to do so after 1914?' And so it went on.

We found our German friends as staunch and true as ever, once again in the van of progress, steeled by a strength born of seventeen years of unflinching courage in the face of violence, force and fraud. There were Dr. Gebhard, of Hamburg University, with his wife; and Otto Wommelsdorff, gratefully acknowledging a letter of encouragement received in 1934 which he had not dared to answer at the time, and now engaged as chief inspector in reorganizing the Hamburg schools on project method lines; Herr Fadrus, of Vienna, too, showing all his old infectious vigour, and once again remodelling Austrian education as he did in the 1920's and planning to reduce the size of classes to an average of 30. Nothing had quelled the magnificent optimism
(continued on page 185).

THE NEW EDUCATION FELLOWSHIP

A WORLD MOVEMENT (15,000 members) organized in self-governing National Sections
It seeks through right education to lay the foundations of a world community.

THE NEW EDUCATION FELLOWSHIP functions in Australia (six State Sections), Belgium, Colombia, Denmark, Egypt, England, France, India, Italy, Netherlands, New Zealand, N. Ireland, Pakistan, Republican Spain, Scotland, S. Rhodesia, Switzerland, Union of S. Africa and U.S.A.

THE FELLOWSHIP'S INTERNATIONAL HEADQUARTERS organizes conferences, initiates research and publishes books, monographs and an international magazine.

MEMBERSHIP is open to all interested. Anyone wishing to become a member of the Fellowship should join his or her National Section. Addresses of Secretaries of Sections will be gladly sent on application.

If in addition to National membership it is desired to give extra support to the Fellowship's international work, World Fellowships are available. For example, for £1 1s. sterling (or \$4.50) a year an individual can be attached to International Headquarters and receive *The New Era* monthly magazine and international news.

NEW EDUCATION BOOK CLUB—a service for all interested in a new approach to education. Books are posted direct to any part of the world. Prospectus on application. Subscription £1 sterling (\$4.50) for three books.

THE NEW ERA IN HOME AND SCHOOL is the international magazine of the Fellowship, and is published monthly. Subscription 12s. sterling (\$2.00) a year post free.

INTERNATIONAL HEADQUARTERS :

I PARK CRESCENT, LONDON, W.I, ENGLAND

with which he was preparing to hold an international Education Conference in Vienna in 1952. And there was Dr. Hilker, at 69, younger and more full of energy and enthusiasm than ever, hard at work promoting the new education in Hesse and Western Germany—How good it was to meet them all again !

The morning sessions of the Conference were held in the Education Service Centre at Jugenheim, the last established of the four book centres and bureaux created by the Americans to bring German teachers into touch again with the educational thought of the Western world. Here accounts were given of educational progress and experiments in various countries. Mlle Hamaïde spoke of Dr. Decroly, a name unknown to most Germans to-day, in spite of his world-wide influence. Mr. A. Bloom kept German members spellbound by his account of how his dockyard school has been made into a living workshop, devoid of any trace of racial prejudice. M. Jean Roger, speaking of the Centres d'Entrainement aux Méthodes d'Education Nouvelle, which are now spreading from France to many other European countries, described these democratic holiday camps and their success in restoring to teachers (and inspectors, too !) that spontaneity and creative attitude, which are of the essence of the new education. He will direct two such camps for Germans at Jugenheim next spring.

But it would take too long to mention all the contributions from N.E.F. secretaries and friends, from Belgium, Denmark, England, Holland, Italy and Switzerland, from Unesco and from overseas speakers, such as Dr. Rupert Best from Australia or Dr. Arndt from the United States. Finally, at our request, Dr. Hilker gave a brilliant and encouraging account of the situation in Germany, which will probably be published in *The New Era* later on. At the last morning session, the work of the discussion groups was summarized, and the Conference was brought to a close by an address, full of her old force and clarity, by Dr. Elisabeth Rotten, to whose indomitable spirit the N.E.F. and its German section owe so much.

Valuable as were these lectures, it was in the afternoon discussion groups, held at the Training College in the beautifully situated Heiligenberg Schloss, that the real work of the Conference was done. Here we met in small parties of 12 to 20, in which all could take part, and discussed

such things as the maintenance of the creative powers in teachers and children, new methods and the problems of group life. This last subject produced so many differences of opinion that the first draft of its report was rejected by the Group. But Mr. Raymond King came to the rescue, and working through the night produced a report that won universal agreement and general acclaim. These groups gave the younger Germans present a chance to think spontaneously aloud, while exchanging their views with older men and women. Such free discussion would have been impossible for younger people in Germany before 1950, a German school inspector told me. Before then they were still too much under the ban of past repressions.

And finally, what of the Conference's results ? First let us record the decision, enthusiastically applauded by us all, to refound the German Section of the N.E.F. Dr. Hilker was unanimously elected President, with his Education Centre at Wiesbaden as its headquarters, and a central committee to run it, drawn from all parts of Germany. Groups are being formed at once in Rhine-Westphalia, Hanover, Hamburg, Berlin, Munich, Darmstadt and Jugenheim.

The enthusiasm aroused by the Conference was particularly noticeable among the younger German members. For the first time they felt they were being brought into touch with a world-wide movement of reform, which accorded them their place within it and gave them confidence in themselves and their creative powers. As one of them wrote : 'It has established confidence and trust between us, for we found that you were ready to work spontaneously and happily with us in these Conference days.'

In conclusion, may I paraphrase a sentence from an article written for German History teachers by Fritz Blättner in *Westermann's Pädagogische Beiträge* (that fine German periodical, edited by Otto Wommelsdorff and now in its second year), since it epitomizes for me the spirit of the Conference : 'Only when we have learnt that there are no short-cuts in life, that problems will always exist and can never be solved by force, that love and brotherhood are of more avail than cannon and bombs, shall we rejoin the stream of the great European tradition and no longer need to blush before the shades of Bach and Goethe.'

Wyatt Rawson

“Soldier, Sailor”

Nancy Catford has designed these entirely new wooden screwing toys, each consisting of several parts which screw on to a stout thread 9" high. The component parts of each toy are identifiable by colours, but because they are also interchangeable children can build up other grotesque and amusing figures. These toys maintain the high quality associated with all E.S.A. "Two-to-Seven" products. Catalogues on request.



T.213

- A. Screwing Soldier
- B. Screwing Sailor
- C. Screwing Policeman

Each net 12s. 8d.
plus P.T. 3/2

Cash remittances
should include postage
1 or 2 articles 1/-,
3 articles 1/6

Other new items: T.194.

- A. Aeroplane Each net 12s. 0d.
- B. Ship „ „ 8s. 9d.
- C. Racing Car „ „ 8s. 9d.

Constructional Vehicles.

- Purchase Tax extra 3s. 2d.
- „ „ „ 2s. 4d.
- „ „ „ 2s. 4d.

THE EDUCATIONAL SUPPLY ASSOCIATION LTD.

Esavian House, 181 High Holborn, London, W.C.1.
101 Wellington Street, Glasgow, C.2.

Tel. Holborn 9116
Tel. Central 2369



E/B 52A.

RESEARCH ON COMPREHENSION

The London Association for the Teaching of English is launching in October a project to study training in comprehension in schools and wishes to enlist the support of any of your readers who are interested.

The process of comprehension is of importance to everyone who teaches anything, but formal work in comprehension belongs usually to the English lesson. Many English teachers set their classes to work exercises in the comprehension of prose extracts and, unless they do so simply to find out how much a child understands, they must be making the assumption that practice of this kind has a 'training effect'.

Without, for the moment, questioning this assumption, we propose that we should enquire into the most successful material to use in giving training in comprehension, at various levels, and the best methods of treating the material in class. We hope to finish with a selection of carefully tested passages with notes on the best ways, as far as our experience showed, of handling them.

For the purpose of this work, we propose to divide into sections according to the age-groups with which we

are concerned. If we can secure the assistance of a sufficient number of teachers at Primary school level, the dividing line may well be at 11 between two of our sections. If we cannot, the dividing line will probably be at 13. In either event, there will be a third section to deal separately with comprehension work in the Sixth form of grammar schools. In order to limit groups to a workable size, say ten members, each of the above sections may sub-divide.

At the same time, we propose that another group, by reading, by pooling their experiences and testing ideas, should inquire into the justification for the assumption that repeated practice in comprehending difficult passages does have a 'training effect'.

The Association would warmly welcome new members willing to assist in this study and from every type of school. The enquiry is limited to two terms' work, for we hope that those who would be unable to commit themselves far ahead may find this within the bounds of possibility.

There will be meetings of the Association on 7th November and 5th December and those who missed the inaugural meeting on 5th October will be welcomed then. The meetings

are held at the Institute of Education, Malet Street, W.C.1., at 6-30 p.m.

WINIFRED DARBY

(Hon. Organizing Secretary).

J. N. BRITTON

(Hon. Secretary of Studies).

A NOTE FROM THE KINDERDORF PESTALOZZI

Thirty English children, accompanied by their teachers and house-parents, arrived here to-day, September 4th, at the Kinderdorf, the Children's village in the north-east corner of Switzerland, in the foothills of Canton Appenzell. They will be the eighth national group to be living in this little community-of-the-nations founded in 1946, first as a haven for homeless children from the war-devastated countries.

Four years ago, in May, the first children arrived in the Kinderdorf and have been busy ever since growing up strong and healthy and establishing their home-school life. While this has been going on in Switzerland, Mrs. Mary Buchanan, Hon. General Secretary of the British Pestalozzi Children's Village Association, has been hard at work to bring this day to fruition.

When the plane arrived from London at Kloten airport, Zurich, it was greeted by seven children, delegates representing the nations already at the village, the Director, Mr. Arthur Bill, and Mr. Walter Robert Corti, the founder. There was Inge from Austria, Seija from Finland, Volker from (Hamburg) Germany, Benito from Italy, Aimé from France, Calliope from Greece, and Anka from Poland. They all brought flowers from their own gardens at the Dorf. Mr. Anthony Eden, M.P., happened to arrive at Kloten at about the same time and wished his young compatriots God-speed in their new venture.

The group arrived by bus just before evening to be greeted by the whole village with banners and the children's fife and drum band. The afternoon hours had been full of exciting preparations. A big banner was hung over the gateway and flags fluttered everywhere. When a telephone call announced that the bus was almost there, children and grown-ups from every house assembled at the gateway to greet the new arrivals.

As the children stepped out, the young musicians struck up their tune, and almost spontaneously a parade set off through the winding village street leading the English children towards their new homes.

There were several momentary halts, first at the old Appenzeller farmhouse that tops the farthest knoll in the Kinderdorf. Within this old brown farmhouse many of the Village assemblies have taken place; to-day it saw yet another.

The pipers, led by Mr. Ernst Klug, international music director, piped their guests on to the platform where Mr. Bill greeted them in the name of the hundred and sixty children who are already citizens. He conveyed the warmth of this welcome to the children in their mother tongue as well as in the community's language, German.

Dr. H. J. Alexander, President of the British Pestalozzi Children's Village Association, replied for the young representatives of the newest nation to join the community of the Kinderdorf. After Mr. Corti's happy words of welcome, the Village youngsters broke into songs from their own lands and then the band led the way down the path, past the Hamburg-House, past the Italian-House and on just beyond the French-House to pause before the first English-House.

The great key was presented to the house-parents, Mr. and Mrs. Stones, and fifteen of the children entered their new home. The procession once again made its way between the flowerbeds and marching through the village centre halted at another house across the little street from the Austrian-House and next door to the Finnish one. The second great key was handed over to the second English-House; Mr. and Mrs. Heaps bade the fifteen children come in to the warm supper that was awaiting them.

About two hours later, as ten-year-old Inge of the Austrian-House across the way was preparing for bed and telling her friends about meeting the plane, she ended it all by saying, 'What a wonderful day it's been!' Some hours later, when the grown-ups had seen the children to bed, they sat down to a festive supper and talked over all that had happened. So the 'wonderful day' ended with the toast proposed by the British Consul General, the Hon. C. H. A. Marriott, 'To the long life, health and prosperity of the Kinderdorf Pestalozzi'. *Eleanor Bussell.*

AN UNUSUAL SUMMER SCHOOL

A group of thirty five men and women met at Braziers Park, Ipsden, Oxfordshire, to consolidate and continue the work of three previous Summer Schools. A new technique of conference was evolved, by which the energy usually wasted in argument was diverted into a positive appreciation of whatever truth can be found in opposing points of view.

In the two weeks of the Summer School the method was applied to discussion of religion, responsibility, conflict in society and methods of dealing with it, the function of discipline, and in general creative possibilities in the future development of human society.

At one session in the first week

several artists who were present talked about what their work meant to them. This stimulated members of the School to convert one of the outbuildings of the house into a studio. Here, under the guidance of one of the artists, men and women who had never thought they could paint discovered satisfaction in a new medium of expression.

At the same time another group devised and performed original dances, some of them inspired by, and danced to, music composed by other members of the School. The most interesting thing to notice in this experimental creative activity was, that groups engaged in painting, music and dance gained so much stimulation from each other's work.

Week-end Discussions are held regularly at Braziers Park in connection with the work of the School of Integrative Social Research.

LETTERS TO THE EDITOR

DEAR SIR,

I have read with great interest the articles on the meaning and marking of imaginative composition, and am tempted to make some comments in the hope that they may give rise to further articles and discussion. The question I particularly want to ask is, 'Why *mark* imaginative composition?' To my mind it is of doubtful value but not actually inappropriate to *mark* essays on scientific subjects, because they deal with facts at the conscious intellectual level. In the main, what is said is either objectively true or untrue, it can be judged from the outside and marked as right or wrong. But surely the whole purpose of imaginative composition is different. We are asking the child to write about some inner, hardly conscious life, to describe what he feels, to externalize some inner experience. In a sense, it cannot be judged objectively, but only by the child himself, who can tell, for himself, whether the written words correspond with his own feeling and thought. This is not to suggest that no criticism should ever be given, but I should have thought that this might take the form of an occasional discussion with an individual pupil to help him to find out how far he has said what he himself feels, and to suggest ways in which the technique of expression might be improved.

It seems to me that children tend to develop a good scientific style when they are (a) accurately describing observations or experiments that they have themselves made (b) writing about scientific work which they thoroughly understand, and in which they have, so to speak, soaked

themselves. Would it be true to say that a good literary style tends to develop when children accurately describe what they themselves see and experience, or when they write about the work of others in which they have soaked themselves to such an extent that they have shared an experience not actually their own? If, as teachers, whether of arts or science, we accept as good, writing which has not this basis in experience and understanding, whether of facts or emotions, are we not in danger of encouraging a lack of intellectual or emotional integrity?

As a science teacher myself, I write on a subject that does not directly concern me, and of which I have little knowledge, with some hesitation. I do so because I realize that my own subject is one-sided in its emphasis on the conscious, intellectual side of life, and that unless my colleagues on the arts side put the balance right, children are liable to grow up over-intellectualized but emotionally undeveloped and impoverished.

Yours faithfully,

ESTHER W. ADAMS.

DEAR SIR,

I was very much interested in your article on the Meaning and Marking of Imaginative Composition in the July-August issue.

There seem to me several categories of behaviour or conceptions of imagination itself. Both in the child and adult world the capacity for 'fancy', and the imagination arrived at by emotional experience are differentiated. I could not make out in your article whether this was appreciated by your Examiners. Perhaps examples are needed to show what I mean:—

(i) The hypogrif: an animal with the head and wings of an eagle, the body of a lion, and an armorial arabesque tail—a fantastical compilation of organisms not biologically related otherwise.

(ii) Dante's idea of the lovers, Paulo and Francesca, eternally driven through the skies in the intolerable embrace of satiation.

To my mind the child who says to me: 'I should like to have your studio when you die. I want to be an artist. You may drop down dead any moment because it is the good people that go first.' (symposium of actual conversation) has more imagination than the child who draws butterfly wings on to the shoulders of a little girl and calls it a fairy. The first child is rare, the second common: the first much the more likely to develop its mental life, the second to spend much of its time copying other children.

Yours truly,

Cecile Walton.

Personalities and Power in English Education

JOHN LEESE,
M.A., M.Ed., Ph.D.

This book is an attempt to make the story of English Education readable, not only to the student, but to the practising teacher and administrator, the parent, member of a local authority, and, most of all to the general reader who often likes biography, but hates "history".

The stress throughout is on personalities, and their interaction with the forces of government and administration. Fresh light is thrown on such giants as Kay-Shuttleworth, Matthew Arnold, and Robert Morant, and for the first time a large number of lesser known inspectors are brought out of the blue books to tell their tale often in their own words.

The book is now available and may be ordered direct from the publishers or through any bookseller

Price 17/6 net.

"A valuable and interesting book based on extensive and thoughtful research."

Times Educational Supplement

"A book of real and abiding value to all concerned in the work of Education."

Teachers' World



E. J. ARNOLD & SON LTD

LEEDS 10

Book Reviews

Activity Methods for Children Under Eight. Editor: Constance Sturmy. (Evans Bros. 8/6).

This book has been planned to assist teachers of children in the Nursery and Infant Schools to make fuller use of freer educational methods. Twenty writers, specialists or practitioners, all enthusiastic advocates of a more liberal approach to learning, contribute sections dealing with many aspects of the practice of activity methods.

In the early parts, Miss de Lissa and Miss Fleming outline the philosophy of the new approach, but exigencies of space prevent a sufficiently full discussion of the educational and psychological principles which must be grasped if any method of education is to be intelligently applied. The editor, however, has wisely added a well classified bibliography to assist the reader who wishes to study these or other topics arising from the succeeding chapters. The discussions of Religious Training, Child Health and Physical Education are sound and well-written, but it is disappointing to find so many pages devoted mainly to the content of curricular subjects and skills. Apart from the fact that teachers are already well equipped in regard to the scope and range of lessons, the idea of schemes of work and the breaking down of activity into time-table subjects must be judged inconsonant with the conception of the unity and spontaneity of free and natural education. Themes for development arise naturally in the successful activity class and there is no justification for keeping mathematical equipment in a separate cupboard. Since a comprehensive bibliography is provided to assist the teacher over difficulties of method in the various branches of learning, there is no great need for these brief outlines. The space thus used would have been better occupied by more and fuller descriptions of activity work actually carried out by children in the writers' classes. The few representative straight-forward accounts, supplemented by observations and suggestions, such as Barbara Smith's, make up the most persuasive chapters in the book, and are the most likely to achieve the editor's purpose of reassuring teachers who have been using formal methods and who hesitate to change over to activity methods.

Teachers at a loss how to introduce freer methods into a formal setting will be heartened by a much too brief account of how a large town

school changed over from formal to activity methods. These were started in one class only. The desire to adopt them soon became general and two years after the changeover, the staff felt they had only just begun to make the school a place for living and learning. In all these testimonies, the refreshment of the teacher and the enrichment of school life is evident. Many of the stresses and difficulties are naturally passed over, but all agree on the need to hasten slowly. The children must have time to adjust themselves to the idea of creative education.

On the other hand there is too little reference to the difficult children whose presence deters many sincere teachers from adopting free methods, even though such children particularly need free activity for the resolution of their problems—the child who has, it seems, no interest in anything; the child who lacks confidence; the aggressor who will not share, and the child who is obsessed by one activity. The deficiencies of such children are concealed to a great extent under formal discipline, but become painfully obvious when the atmosphere of restraint and *laissez faire* has been removed. Skilful handling of such cases is of paramount importance both for the individual and for the rest of the people in his environment. We have not enough recorded observation on the effect of activity methods on children who have emotional problems, and this omission in a book which attempts to be comprehensive in describing the potentialities and achievements of activity methods is regrettable.

Activity methods are still in their infancy. Much more field work is to be carried out before a sound basis of theory can be established. At present the way to success is not easy, but the more understanding and confident the teacher's approach, the more successful will be the outcome. This book, by suggesting the underlying principles, the means of meeting the real needs of children, and the ideas for working out her own approach, should help many a teacher to review her conception and practice of the teaching of young children.

Wilfred Broughton

Adventures in Writing (6 Books) O.U.P. (9d. each).

I warmly recommend these workbooks to all teachers who are using the deservedly popular 'Adventures in Reading' series, planned to encourage and improve the ability of

slow readers in the Primary School. The vocabulary of the reading-books is successfully employed in the work-books to give practice in the use of the words the children have learned to recognize.

The layout of the pages is particularly clear, well-spaced and looks attractive to children who are easily 'put-off' by anything which appears difficult or confused. There are illustrations on most pages. The exercises are interesting and carefully planned for independent work. Every page refers to a page in the corresponding story book so that a child can look for information and for correct spelling without asking for help. Good use is made of the 'yes' and 'no' type of question, and exercises in following instructions are confined to the known vocabulary.

I am sure teachers will welcome a series which gives the slow children something of real value which they can do alone and successfully.

E. R. Boyce

'Ready Readers' Series, by James Hemming, drawn by Desmond Walduck. (Longmans, Green and Co., Ltd.).

This series consists of four sixteen-page booklets, each containing two stories, told mainly, but not entirely, by 'strips' of action pictures. These are followed by other one-story books of sixteen pages, half-strip cartoon and half-prose. At the third stage, the books are longer (64 pages) and contain one exciting story, written in continuous prose and illustrated by copies of photographs of real-life situations which bear on the theme of the tale.

Such a summary, while indicating that the books are unusual, gives no idea of the honesty of purpose or of the skilful thoroughness which has gone into their making. The author has set out to stimulate an eager response to the written word from those young adolescents known as 'backward readers' and he never loses sight of his objective. He considers their reaction to the look of the printed page, to the vocabulary, to the plot and to the characters. He seems to know what they are like and what they want.

First, he provides them with the motive for wanting to read. The blocks of prose (printed in the clear sans-serif type) are inserted between the pictures which show very clearly that action, vital to the understanding of the story, is covered by these few lines of type. The reader, however reluctant or backward feels compelled to make an attack and get the sense from the words in order not to miss

an important link in the unfolding of the tale.

Then Mr. Hemming is concerned with giving these children a set of books which they can be proud of having read. The rest of the class will be agog to get hold of them and this will act as a further incentive and give the slow readers a much needed dose of confidence. The vocabulary is adult and conversational without being difficult. There is a smoothness of rhythm which, with the sequence of swift, direct action, makes for easy, clear thinking.

And, in the later books, there is something for the duller brain to think about. The characters are deliberately built up to suggest that every sort of boy and girl is of real worth to the group; that in difficulties, commonsense and guts are valued as highly as school cleverness. The recurring theme of 'trust yourself' is the way Mr. Hemming suggests confidence and success to his readers. We hope the *Ready Readers* will meet with the welcome they deserve.

E. R. Boyce

Children's Games Throughout the Year. Leslie Daiken (Batsford. 18/-).

The industrial revolution destroyed many country customs among adults, but many more have continued freely and unselfconsciously among children. They survive even in city streets where the 'season' in each game seems to be felt as instinctively as the migratory urge in birds. They obviously satisfy a deep-seated need, and play an important part in child development. There have been other collections, some more detailed than Mr. Daiken's, but none so interestingly written or so beautifully illustrated. In fact, it is a perfect example of the book one buys as a present and keeps for oneself.

Clive Sansom

Nets : How to make, mend and preserve them. G. A. Steven. 165 illustrations. (Routledge, London. 5/-).

Only manual methods of net-making are described here but they contain techniques which the author learned from native fishermen in the colonies as well as those familiar to European professional net-makers. Besides giving instructions in making pieces of net of different shapes and sizes and how to mend torn netting, there is a chapter describing how to make string-bags, shopping-bags of various designs, garden hammocks and other useful articles. The diagrams are remarkably clear.

K. F. H.

PEARSON

ACTIVE READING

By W. B. CHARLWOOD

This new series is designed to form a graded course, and aims to create in the child's mind an awareness of the world around him, besides instructing him in the effective use of English. Books 1 and 2 deal with the familiar environment of home and school, while books 3 and 4 extend the field of interest to simple citizenship, adventure, discovery and travel.

Books 1 and 2, 1/4 manilla, 1/8 cloth
Book 3 ... 1/6 " 1/10 "
Book 4 ... 1/10 " 2/2 "

ACTIVE PLAY READERS

By LESLIE A. EVERETT

A new series of Dramatic Readers, designed primarily for classroom reading or simple production. A distinctive feature is the large number of characters in each play, thus ensuring that each child will be able to participate in the acting. Suitable for boys and girls aged 10-12.

In 5 Books, price 1/4 each

PIERRE ET ODETTE

By SIMONE DURLANT

A simple French Reader, written in a lively and entertaining manner, which presents the life of an everyday French family at home and on holiday. Other books in the series are in preparation.

Price 2/-

PRIMARY ARITHMETIC TESTS

By E. T. CHISNELL, B.A.

Progressively graded Tests for Primary Schools, clearly printed and attractively produced. These books, which contain exercises in Mental and Written work, may be used to supplement any modern text-book, and to provide additional practice in the rules of Arithmetic.

Books 1, 2 and 3, 1/3 each
Teacher's Book
(Answers to Books 1, 2, 3) 9d.

HAVE YOU SEEN these recent books ? We shall be pleased to send inspection copies on request.

CHAS. PEARSON & SON
LIMITED

240 HIGH HOLBORN, LONDON, W.C.1

The Psycho-Analytic Study of the Child iii/iv. (*Imago Publishing Co.* 35/-).

Although this study of children is the work of specialists in the field of psycho-analysis and psychiatry, and is addressed mainly to their fellow workers, yet certain sections of the volume have a bearing on our work as teachers, particularly in relation to learning, and to our care of children under five years of age.

Emanuel Klein reviews and comments on a number of analytic aspects of school problems, particularly those related to the learning processes. He quotes instances of narcissistic children who renounce effort because they cannot tolerate failure, of bright children who seek means to a sense of success without effort or study, and others, whose guilt feelings linked with masturbatory practices are expressed as inadequacy or inferiority feelings and lead to an expectation of further failure.

Kate Friedlander has given a preliminary report on her examination of factors contributing to neurotic disturbances, anti-social conduct, and primary behaviour disorders in a group of thirty-three children, drawn from a selected locality. She focussed her attention on the home background of these children, endeavouring to discover what main factors in the home environment were likely to be associated with disturbances in the children. A general classification was made under three general headings, namely, (i) Uninterrupted mother-child relationship, (ii) Interrupted mother-child relationship, and (iii)

other gross disturbances in early family setting.

From this investigation, Friedlander believes that some preliminary conclusions can be drawn, but she emphasizes the need for increased help for mothers of children under five years of age, to prevent fixation of conflicts between mother and child. This plea for greater knowledge of children under five years of age is underlined by Lydia Jacobs who discusses some developmental difficulties found in this age group. Her contribution has special value for nursery school teachers in throwing light on the causes underlying types of symptomatic behaviour often manifested by nursery school children during play and in their social relations with other children, and adults. Mothers usually converse freely when they come to the nursery in the morning and afternoon, and express anxieties about themselves and their children, which gives some explanation for behaviour shown by their children in the nursery. Jacobs' work with mothers helps the 'lay' reader to a greater understanding of some early phases of development which affect the mother-child relationship in obvious ways. At the same time her work should assist the teacher to recognize more serious disorders for which specialist help must be sought. *J. Cornish-Bowden*

Searchlights on Delinquency.
New Psycho-analytical Studies. K. R. Eissler (Ed.). (New York: International Universities Press. \$10. *Imago Publishing Co.* £1/10/-).

August Aichhorn, to whom this book with its 34 papers is dedicated, was a teacher in Vienna when he became interested in the problem of juvenile delinquency. He approached it in the then recognized way by studying psychology and neurology; but he found that that did not bring him nearer to a solution. Only after having been introduced to psycho-analytical methods and teaching did he feel that he saw a way of tackling delinquency successfully: by using psycho-analysis as a tool of social re-training. His book *Wayward Youth*, first published in 1925, is now a classic in the literature of juvenile delinquency.

Some readers of the *New Era* will remember Karl Wilker who together with Elisabeth Rotten worked on the journal of the German branch of the N.E.F. Wilker in the Berlin Borstal, and Krebs in the Thuringen Convict prison were contemporaries of Aichhorn. They all worked for the same idea: to replace the old spirit of retribution and deterrence in penal administration by love; the customary regimentation, the 'disciplinary' punishments and threats, by an effort to understand, to heal, to re-educate.

Authors of many countries have contributed to this volume. One of the first essays is by Pfister of Zürich who says of Aichhorn:— He 'does not know of scum or rabble, he only knows unhappy human beings in need and worthy of help. All of them have received too little genuine love . . . the reaction was an excess of hatred and a negative attitude to the social order'.

The book is, in the main, devoted

Illustrated Supplementary Readers

JACK AND JILL IN MANY LANDS

By AGNES CANHAM

Book I—1/4

Holland, Switzerland and Norway

Book II—1/4

Canada, Greenland and The Philippine Islands

Book III—1/4

Malaya, Ceylon and Egypt

Book IV—1/6

Greece, Italy and N. Africa

Book V—1/6

Sunny Spain and The Fair Land of France

Book VI—1/6

The City of London

Please write for illustrated pamphlet

A. Brown & Sons, Limited
32 Brooke Street, Holborn, London, E.C.1

DEANE "MIME" BOOKS

HOW TO MIME

By Constance Ross-Mackenzie

Illustrated. Price 3/6 net, postage 2d.

Townswoman—"An excellent introduction to the art of formalised miming."

Home and Country (Scotland)—"Really practical guide to beginners in the art of mime."

MIMES FOR EVERYONE

(Book I)

By C. Ross-Mackenzie

and D. M. Scott

Eight original mimes for varied casts.

Price 2/6 net, postage 2d.

H. F. W. DEANE AND SONS LTD.
31 MUSEUM STREET, LONDON
W.C.1

Writing for Children . .

. . . Short Story Writing

Tuition and advice by
experienced Author and Editor

MSS. READ AND CRITICISED
:: PLOTS SUPPLIED ::
ALL LITERARY SERVICES

Write now for prospectus :

UNIVERSAL
AUTHORS' SERVICE BUREAU
(Principal: L. A. Everett)
20 George Avenue, Brightlingsea
Essex

to papers on *juvenile* delinquency. A number of cases and their treatment are described. Discussions of Child Guidance treatment and of Group Therapy are given under various headings of which the main ones are: Clinical Problems, Technique and Therapy, Aetiology and Development, Social Psychology, Penology, and Surveys. One of these surveys is a study by Edward Glover on the investigation and treatment of delinquency in Britain from 1912 to 1948. It is of special interest that he gives here a history of penal procedures in England and of their results. He discusses not only the part played by those who do psychological or psychiatric work in penal administration, but also the magistrates and judges and their attitude to psychology.

To do the book full justice it would be necessary to mention every single contribution. In this short review I would like at least to draw attention to Anna Freud's essay on social maladjustment, to Kate Friedlander's paper on latent delinquency and ego development, and to Ruth Eissler's 'The Scapegoat of Society' where we find the remarkable words 'society's attitude towards its criminals reminds one of . . . the Picture of Dorian Gray . . . Society by using its criminals as scapegoats and by trying to destroy them, because it is unable to bear the reflection of its own guilt, actually stabs at its own heart'.

Anybody working in penal administration will be interested in the contribution by Reiwald on non-violence and self-government in training schools and penitentiaries, and Zulliger's 'Mental Hygiene of Convicts in Prisons'.

An interesting point is touched by Heinrich Meng and Paul Federn: whether every therapeutic analysis does not start too late and, if so, whether psycho-analytical prevention is not more commendable than psycho-analytic therapy. *K. F. Hirsch*

On Not Being Able to Paint.

Joanna Field. (William Heinemann Ltd. 10/6).

Let no one think that this book is just about painting or not painting. Yet it had to have its title because in that way the writing of the book started. The real purpose of the book only becomes clear to the author in the course of her experience of writing, in fact the book is itself an example of its main theme. This theme, which gradually becomes clear to the reader, is foreshadowed in an early quotation: 'Concepts can never be presented to me merely, they must be knitted into the structure of my being, and this can only be done through my own activity.' (M. P. Follett, *Creative Experience*.)

The central concept which is presented to the reader and apprehended by the writer through the writing of the book has to do with the subjective way of experiencing and the rôle of this in creative process. Thus the book is in one sense a plea for the recognition of subjectivity as having its own place and way of functioning, just as legitimate and as necessary as objectivity but different. As applied to education, it is pointed out that subjectivity must be understood by teachers, otherwise the objectivity aimed at must be in danger of fatal distortion. Painting comes in as a jumping-off place; it was the surprise of discovering the power to make 'free' drawings that concentrated

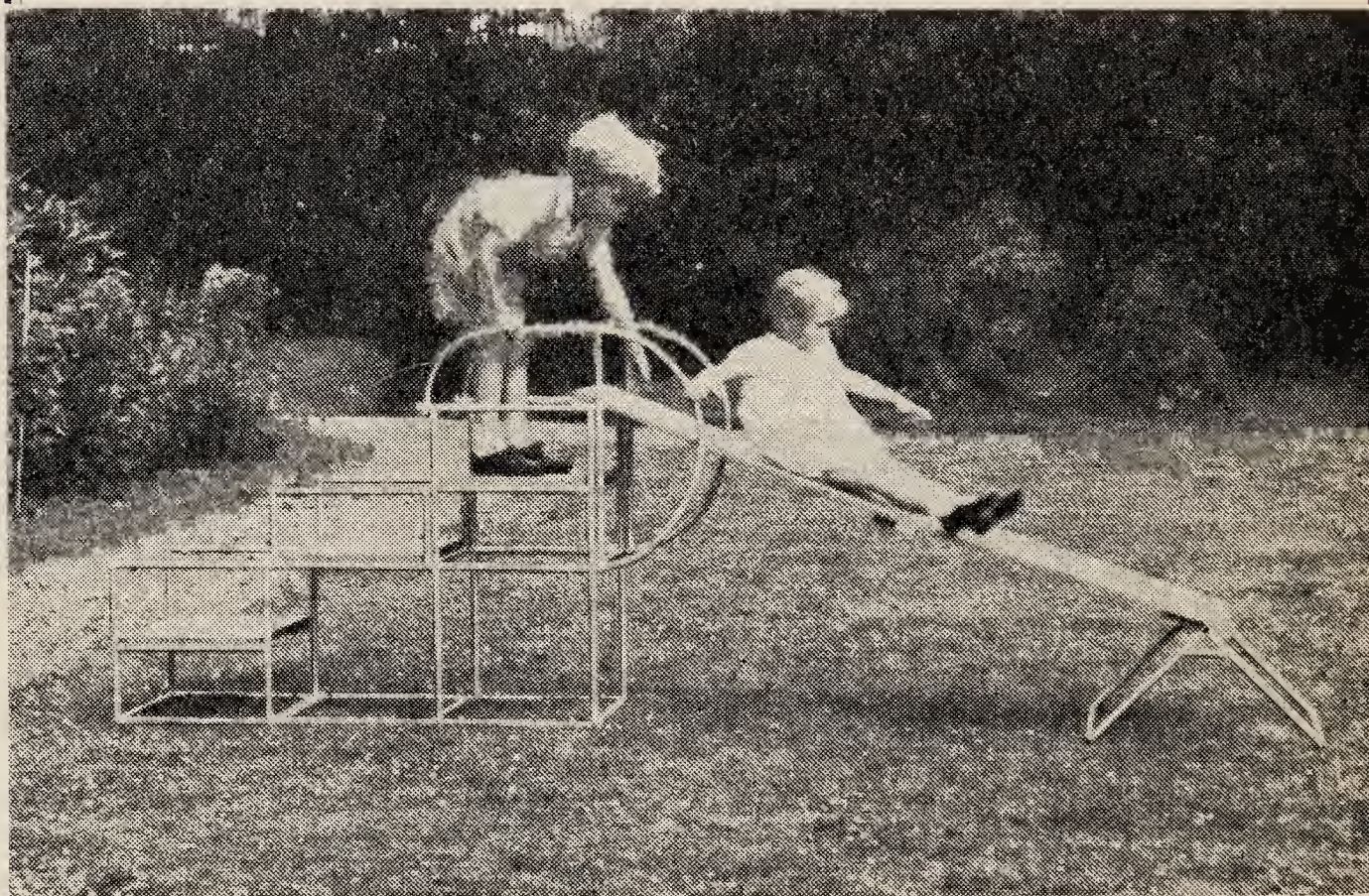
the writer's attention on this problem of subjectivity or subjective action.

The concept of the rôle of subjectivity which emerges has two main aspects, one to do with illusion, the other with spontaneity. Both are connected with what the writer calls the interplay of differences, out of which creativity proceeds; but if interplay is to be allowed in oneself, one must be prepared for mental pain. Such an interplay needs various descriptions according to the level being considered. At a comparatively late stage of emotional development, what is familiar in psycho-analytic literature about unconscious conflict between love and hate in interpersonal relationships is relevant,

CUBICON NURSERY SLIDE

The cost of components to build
this Slide is £13 10s. 0d. delivered

(NO PURCHASE TAX)



CUBICON

LIMITED

14 RICHMOND BRIDGE MANSIONS

EAST TWICKENHAM

MIDDLESEX

Please give us full particulars of your requirements
when writing to us

and indeed this paved the way for all other statements. Such conflict involves the problem of the preservation of the loved object from hate and from erotic attacks (whether in fact or in fantasy) and creation is seen in this setting as an act of reparation. If one considers earlier stages in the emotional development of the individual, one must use other language, such as the statement that magical creativity is an alternative to magical annihilation.

If I understand the author aright she wishes to make a yet more fundamental statement about creativity. She wishes to say that it results from what is for her (and perhaps for everyone) the primary human predicament. This predicament arises out of the non-identity of what is conceived of and what is to be perceived. To the objective mind of another person seeing from outside, that which is outside an individual is never identical with what is inside that individual. But there can be, and must be, for health (so the writer implies), a meeting place, an overlap, a stage of illusion, intoxication, transfiguration. In the arts this meeting place is pre-eminently found through the medium, that bit of the external world which takes the form of the inner conception. In painting, writing, music, etc., an individual may find islands of peace and so get momentary relief from the primary predicament of healthy human beings.

Psycho-analysts are very used to thinking of the arts as wish-fulfilling escapes from the knowledge of this discrepancy between inner and outer, wish and reality. It may come as a bit of a shock to some of them to find a psycho-analyst drawing the conclusion, after careful study, that this wish-fulfilling illusion may be the essential basis for all true objectivity. If these moments of fusion of subject and object, inner and outer, are indeed more than islands of peace, then this fact has very great importance for education. For what is illusion when seen from outside is not best described as illusion when seen from inside; for that fusion which occurs when the object is felt to be one with the dream, as in falling in love with someone or something, is, when seen from inside, a psychic reality for which the word illusion is inappropriate. For this is the process by which the inner becomes actualized in external form and as such becomes the basis, not only of internal perception, but also of all true perception of environment. Thus perception itself is seen as a creative process. In practice, psycho-analysts just like other people love the arts and value the work of those who traffic in illusion.

This book is showing psycho-analysts a way in which they may bring their theory into line not only with their psycho-therapy but also with their daily lives.

Moreover the author is reminding psycho-analysts and all teachers that teaching is not enough; each student must create what is there to be taught, and so arrive at each stage of learning in his own way. If he temporarily forgets to acknowledge debts this is easily forgiven, since in place of paying debts he re-discovers with freshness and originality and also with pleasure, and both the student and the subject grow in the experience.

The second thread of the book, the rôle of spontaneity in creativeness, is also something that analysts tend to allow for more in their practice than in their theory. They are well used to theorizing about the effects of too rigid control of spontaneity, imposed in the interests of social living and propriety. What they, and also other teachers, are less used to considering is the stultifying effect on the creative spirit of too great insistence, not just on propriety but on objectivity. This insistence on objectivity concerns not only perception but also action, and creativity can be destroyed by too great insistence that in acting one must know beforehand what one is doing.

D. W. Winnicott

This review was written for The British Journal of Medical Psychology, and is printed here by kind permission of the Editor.

The British Journal of Delinquency. Vol. 1, No. 1, July, 1950. (Published by the Institute for the Study and Treatment of Delinquency and Bailliere Tindall and Cox, London, W.C.2. Annual subscription 27/6; single copies 7/6).

This new publication, edited by Edward Glover, Hermann Mannheim, and Emanuel Miller, is the official organ of the Institute for the Study and Treatment of Delinquency. It contains an editorial announcement stating in detail the plans of the journal, and a number of interesting papers of which Dr. Roper's survey of the Wakefield Prison Population and Meng and Reiwald's essay on the prevention of delinquency are the most interesting. Unfortunately only part I of Dr. Roper's survey is published here. There are papers on work done in the United States, in Sweden and in the Netherlands, notes on current research, reviews and abstracts. This journal meets the urgent need of all those whose work

is concerned with delinquency. It is well printed and although there is no specific announcement about the number of issues to be published per year it can be assumed that it will be issued quarterly.

K. F. H.

Notes of a School Principal
Ivan Novikov (Foreign Languages Publishing House. Distributors: Collet. 9d.).

'To us, education means moulding the human being, systematically and thoughtfully influencing his mentality and character. There is no question in our minds as to the basic direction of that influence. Our aim is the communist education of the youth... Day by day we foster in them the qualities which make a Communist: selfless loyalty to the people and the Party, honesty, courage, staunchness, an innate love of work, perseverance in the face of obstacles, and readiness to defend their homeland with supreme devotion at the first call.'

Thus speaks Novikov, Principal of Moscow's Secondary School No. 110, and a man highly esteemed for the contribution he has made to the training of the Soviet younger generation. It may therefore be accepted that his definition is the one by which Russian education must be judged. A democrat of the West will find it difficult to accept it, and so will be ill at ease as he reads the book.

Again, the paramount criterion of the way a school is working is not the way its pupils are growing but 'their progress in their studies'. And one of the most important problems, says Novikov, 'is how to ensure that all our pupils should make good progress, that none of them should fall behind. Now and then you will still come across the theory that a certain proportion of bad scholars is unavoidable. I for my part maintain that this theory is both harmful and absurd.'

One is left wondering whether school work in the Soviet Union is not a rather grim business. Children seem to have no time to 'stand and stare'. One wonders, even, if they laugh much. The author, himself, in his reference to the scarcity of school books notes 'the sad deficiency in our literature: there are hardly any books of satire or humour'—the juxtaposition is revealing—'for children of school age'. That one Russian pedagogue, at least, is conscious of the lacuna may be considered a saving grace and a hopeful sign.

One would have thought that Novikov could have made out his case for the spirit of Russian education without the necessity to malign other countries; (although, if it were not

for these references, one might believe that no other countries existed, so parochial in its outlook does the Soviet scheme of education appear from this book). He compares elections to Student Committees: 'Soviet schools teach their pupils the right idea of democracy and of how elections should be conducted, which cannot be said of schools in capitalist countries.' A school-leaver is quoted as having written, 'The doors to every field of human activity stand wide open before me.' To which the author adds, 'Can a youth leaving secondary school in present-day America, Britain or France say anything of the sort if he is not a rich man's son? More often than not he is afraid to think of the future.'

The author makes the claim that while America spends about 1

per cent. of its national budget on education, the Soviet spends nearly 16 per cent. (We spend, I believe, about 5 per cent.) If like things are being compared, the U.S.S.R. are to be congratulated. *A. A. Bloom*

Handbooks of European National Dances (Max Parris & Co. Ltd., 3/6 each).

Dances of Denmark

Dances of France (Vol. I—Brittany and Bourbonnais)

Dances of Hungary

Dances of Spain (Vol. I—South, Centre and North-West)

We are pleased to announce the publication of four more of the useful and beautifully produced little handbooks, sponsored by the Ling Physical Education Association and The Royal

Academy of Dancing, and each describing the national dances, costumes and music of a European country. The latest of the series follow the same lines as their predecessors, containing a descriptive introduction, steps for four selected dances, music arranged for the pianoforte by Arnold Foster, and four coloured plates showing authentic costumes in vivid colour, and are well up to the standard which we have been led to expect.

Here we have the lighthearted and unsophisticated dances of Denmark, Brittany and Bourbonnais, contrasted with the more difficult fiery rhythms of Hungary, and the formal poise of the dances of Andalusia and other Spanish provinces—a wealth of colour, rhythm and movement described in some detail in remarkably small compass. *F. Peett*

Directory of Schools

ABBOTSHOLME SCHOOL

DERBYSHIRE

(Postal Address: Nr. Rocester, Uttoxeter, Staffs.)

Chairman of Council:

FRANK SMITH, M.A., Ph.D.

Headmaster:

C. ARTHUR HUMPHREY, M.A.
(OXON.)

For boys of 11 to 18, with
a Junior School Section
for boys of 9 to 11.

Scholarship and entrance tests for September 1951, take place at the School at the end of March. Further particulars may be obtained from the Headmaster's Secretary.

DARTINGTON HALL TOTNES

DEVON

Headmaster: W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools.

Fees: £180-£210 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

ST. CHRISTOPHER SCHOOL LETCHWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1951.

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½-18. Separate Junior School for those from 5-11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community.

Headmaster: H. B. JACKS, M.A. (Oxon.)

Directory of Schools—continued

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years
Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

KILQUHANITY HOUSE

CASTLE DOUGLAS

SCOTLAND

FOR BOYS AND GIRLS 3-18 YEARS

Established in 1940, Kilquhanity House frankly owes its inception to the work of A. S. Neill, who now considers it in the direct line of his own school and that of Homer Lane. It does not, however, cater for problem children. In practice there is an attempt to combine the traditional thoroughness of Scottish education with self-government for the pupils. Activity methods are used throughout, and the teaching staff is qualified to the standards demanded by the Scottish Education Department, which inspects the school. There is ample opportunity for practice in all the creative arts. A small mixed farm is a fundamental part—as distinct from an adjunct—of the school. The diet is on food reform lines, though children do not require to be vegetarian.

Fees : £150-£180 PER ANNUM

Headmaster : J. M. AITKENHEAD, M.A. (Hons.), Ed.B.

FRENSHAM HEIGHTS FARNHAM, SURREY.

Headmaster : KENNETH KEAST, M.A.

Frensham Heights is a co-educational school containing at present 160 boarders and 40 day pupils equally divided as to sex and equally distributed in age from 8 to 18.

The school stands in a high position in 170 acres of ground. There is a separate Junior School for children from 8 to 11.

Fees : £180 per annum inclusive.

About three scholarships are offered annually.

For particulars apply Headmaster.

WENNINGTON SCHOOL WETHERBY.

Founded 1940.

Boys and Girls, 8—18.

A new type of Boarding School, well-organised and efficient without losing the family quality of life. Wholesome vigorous community providing a training in disciplined co-operation and practical social responsibility. Well balanced curriculum. Graduate teachers.

KENNETH C. BARNES, B.Sc.

SHERRARDSWOOD SCHOOL Welwyn Garden City, Herts.

Headmaster: J. D. EASTWOOD, M.A. (Oxon.)

Progressive Co-education to University standard for 275 children aged 4-18 ; Boarders 11-18.

Modern methods combined with best elements in the traditional approach : co-operation fostered by means of competition between groups.

A few vacancies in second Boarding House opening in September, 1950. Boarding fees 55 gns. per term. *Prospectus on application to the Headmaster.*

LONG DENE CHIDDINGSTONE, EDENBRIDGE, KENT

Co-educational, 5 to 18. A group of 150 children and adults, creatively concerned with education, agriculture and the arts. Organic 200-acre farm. T.T. herd.

Directors :

J. C. GUINNESS, B.A. (Oxon.),

KARIS GUINNESS (Dalcroze), R. G. H. JOB, B.Sc. (Lond.).

PENDRAGON HALL

59 Bath Road, Reading, Berks.

A co-educational boarding and day school for children between 5 and 14 years of age. Original curriculum designed to foster individual growth and social responsibility.

Also TRAINING SCHOOL FOR MARGARET MORRIS MOVEMENT (Southern Centre)

The new Theatre is being built and there are vacancies for students (aged 14 or over) who wish to make a career of Margaret Morris Movement in its teaching, medical or stage aspects. Dennis March, B.A. Sylvia March, L.R.A.M. Claire Cassidy, M.M.M.

THE NEW ERA

IN HOME AND SCHOOL

BOYS AND GIRLS

C. M. Fleming, University of London Institute of Education, Author of "The Social Psychology of Education,"
"Research and the Basic Curriculum," "Adolescence."

THE organization of schooling in England has, not unnaturally, been determined by the ideals, traditions and circumstances of the English people; and an answer to the question as to why so many of its secondary schools are in fact single-sex institutions can best be found in the social history of the past three hundred years. Now, however, this tradition is being challenged for a variety of reasons and co-education at the secondary stage is sufficiently frequent to excite both criticism and support.

It is of importance to note the origin and the nature of much of that criticism. In its most vocal form it consists of clearly formulated statements as to the differences between the sexes in rate of maturing, in ability, in interests, in temperament, in vocational destination and in personal preferences. In consequence of these differences it is maintained that attempts to educate boys and girls together within one class will prove both difficult and dangerous. Administrative problems will be unnecessarily great and emotional excitements and interruptions to learning will be extreme.

These views are held with such tenacity as to merit the comment that in many cases they partake of the nature of stereotypes. They are opinions held in the face of and in default of any evidence. They are not new but reflect the social rôles assigned to women and to men over the centuries in Western Europe; and they derive some of their prestige from the theories of Rousseau Stanley Hall and Sigmund Freud. Fifty years ago and one hundred and fifty years ago such things were said. It seems

justifiable now to ask whether more recent researches lead us to believe that it is reasonable to continue to repeat them.

These more recent findings have been obtained from four sorts of evidence:

- (a) long term studies of boys and girls over continuous periods;
- (b) records of the reactions of boys and girls to remedial tuition in schools or clinics;
- (c) statistical analysis of the findings of the testing of groups of boys and girls; and
- (d) anthropological records of the behaviour of boys and girls in cultural patterns different from our own.

It is not possible in the space of a short article to describe the techniques and the contents of the investigations included under these four headings. What can, however, be said is that in many respects they form a challenge to popular beliefs and that, when they in any respect appear unfamiliar or incredible, it is wise to remember that

they are based on very thorough sampling and highly representative studies. They invite us to look again at our cherished conceptions and to note with increased interest the respects in which the small sample of the boys and girls in our immediate circle differs from the groups studied in other districts and under somewhat differing circumstances.¹

What, then, are boys and girls like?

In the first place it is worthy of note that they are in many respects not unlike adults. They

PSYCHOLOGICAL BOOKS

A large selection of new and standard books on Educational, Vocational and Child Psychology, Mental Tests, General Psychology, etc., always available.

Second-hand Books.

A good selection at greatly reduced prices at

140 GOWER STREET, W.C.1.

Lending Library

Medical and Scientific.

Annual Subscription from
ONE GUINEA.

Prospectus post free on request.

LONDON

H. K. LEWIS & Co., Ltd.

136 GOWER STREET, W.C.1

Telephone:- EUSTON 4282.

¹ For accessible summaries of evidence see Fleming, C. M., *Adolescence* (London: Routledge and Kegan Paul, 1948).

are neither toys to be played with, possessions to be advertised, wild animals to be tamed nor savages to be civilized. They are not creatures of a separate breed—mysterious, unapproachable or incomprehensible. Their lives as children, on the contrary, are continuous with their lives as grown-up people. They are recognizably and appreciably the same and quantitatively rather than qualitatively different. They share with adults a common humanity. Like adults they are endowed with all human capacities. They share the same interests and they experience the same needs. They are from birth essentially social in nature, members of groups and conditioned to such membership. They require appreciation. They desire to participate in and they seek to make a contribution to the activities of an intimate group. They struggle to attain insight into the meaning of the circumstances and the situations in which they find themselves.

At the same time, like adults, they are growing. They change from time to time. Their growth is continuous. Their growth is variable. Their growth is disharmonious. Their growth is gradual. It is always in terms of their whole personality and in relation to all their experiences in the social groups which are continually modifying them and upon which in turn they are reacting from hour to hour and from day to day.

Their lives, like those of adults, are not divisible into clearly demarcated stages. It is no more possible to say that at any given age in childhood or youth all boys or all girls will behave in exactly specifiable fashions than it is to make such claims for all the men or all the women who have lived for a specified number of years and months. The range of individual differences is wide. There is much overlapping from one age to another and there is much variety at any one age. In all such respects they are more similar to adults than adults have sometimes been tempted to suppose.

In the second place (and partly as a consequence of this common humanity) girls and boys are more like one another than they have sometimes been encouraged to believe.

Physically they are distinguished and labelled in terms of their externalized genital development and their secondary sex characteristics—distribution of hair, development of breasts, menstruation, seminal emissions and the like. Concomitantly with these differences, however, both girls and

boys (like men and women) are bisexual. They secrete both male and female sex hormones; and within each sex group there is an infinite variety of combinations of those male and female attributes which are popularly thought of as characteristic of the two sexes. The exact degree of femininity or masculinity of any individual cannot be foretold from any mere information as to age or sex. The familiar stereotype 'boys will be boys' is abundantly disproved. Boy A is not like boy B even at the relatively simple level of physical endowment. Boys (or girls) can be differentiated the one from the other not merely in terms of seventy-six combinations of varying degrees of different bodily types, but in terms of relative hairiness and texture of skin and in the extent of their approximation to the physical attributes of members of the opposite sex.¹

In the third place there is not evidence of a consistent relationship between physical and intellectual growth. Height, weight, girth, blood pressure, basal metabolism and the like within one sex group show little relationship to mental alertness, scholastic success, or emotional reactions. It is, therefore, not surprising that the evidence on the mental differences of boys and girls shows a like absence of consistent inferiority or superiority on the part of one group as against the other. What has to be said in this connection also is that there are wide variations within each group and that the overlapping of the groups is more noteworthy than the differences between them.

In quite similar fashion it is no longer possible to accept earlier generalizations as to the reactions of boys and girls to adults of their own or the opposite sex. It is an over-simplification to suppose that there is some fixed and inevitable response of a girl or a boy to a father (or a man-teacher) and a boy or a girl to a mother (or a woman-teacher). What has to be said is that the attitudes of boys and girls and of all human beings are a function both of their own history and their own qualities and of the treatment they have received and are receiving in the groups of which they have been members from their earliest years. Expectations vary from one group to another. Boys and girls react to the expectations they encounter. They are more likely to succeed in situations in which success is expected. They

¹ Sheldon, W. H.: *The Varieties of Human Physique*. (New York: Harper & Brothers, 1940).

almost certainly fail where nothing but defeat is considered to be probable. In some settings, therefore, the boys excel and in others the girls. (In our own culture the girls' success is often in relation to language and the boys' in respect of things or of numbers.) Interests and abilities are, however, in all cases attributes of human beings. There is not reason to believe in any inevitable sex-linkage. Interests and attitudes like scholastic attainments, therefore, vary widely within each sex group; and again it has to be said that the overlapping of groups and the similarities of boys and girls under comparable stimulations are more noteworthy than the differences.

This does not by any means minimize the interest to a teacher of the differences between girls and boys in any one group. It is, however, important to realize that what is being encountered is the behaviour of girls and of boys with a special sort of history and in relation to a particular observer. This behaviour, whatever it be, is not inevitably determined by their sex. Girl A, even within this setting, is not like all other girls of her age. The fascination of teaching lies largely in the fact that she is not. The reality of individual differences and the variations of human responses lend spice to the daily round of the classroom. Prediction is hazardous and generalized expectation does less than justice to human nature.

There is, finally, reason also to believe that in the case of boys and girls there is little difference in their average age of maturing—genital, social or intellectual. Recent more accurate recordings appear to disprove the generalizations of fifty years ago and more adequate methods of assessment indicate that group differences are of the order of less than six months where the ages of maturing are not substantially the same. (This does not, of course, mean that in any small group there may not be some highly mature boy and some very immature girl. Individual differ-

ences are great and disharmony of growth is a reality. No two individuals may follow the same path of development in relation to the average of their group.)

With confidence, therefore, it can be said that there is not justification in any of the known facts of biological development for the suggestion that boys and girls are so different that they are better kept apart.

At the same time and with somewhat greater caution (since the evidence is more indirect) it can be said that boys and girls benefit by being reared together. Our information as to this is rather more scanty and limited than our knowledge as to the rate and the nature of personal and social maturing. What can be remarked, however, is that there are descriptive records which seem indicative of the relative absence of pathological states and emotional disturbances in settings in which friendly co-operation between boys and girls has been encouraged and in which provision has been made for genuine co-education. Much of the discussion and many of the records which follow are relative to this issue of the observable personal, intellectual and social benefits of such co-operative association. As such they are commended to your consideration.



Book Tokens

Books are the best of all gifts, and still the best value for money. If in doubt, give Book Tokens. Five new designs, obtainable at all good bookshops.



Exchange values: 3s 6d.
5s. 7s 6d. 10s 6d. 12s 6d
and 21s, plus 4d service
fee per card



AND OF COURSE — **Book Tallies** FOR THE CHILDREN

CO-EDUCATION

W. R. Niblett, Professor of Education in the University of Leeds

NEARLY everybody believes in co-education, at any rate in Europe, though few people realize that they do. This almost universal belief is concealed because we have been so apt to think of education as a process wholly or chiefly confined to what goes on at school—and very great numbers of people are not at all convinced of the necessity or the value of co-education in the school, and distrust it seriously.

The most potent educational media, in any comprehensive meaning of the term educational, are the home and the family. Until recently families were large, and in most of them brothers and sisters were growing up together in close proximity. This does not simply mean that houses were overcrowded or the children near together in age ; the best and closest relationships were obviously in those families which were really communities living in homes that really were homes.

It is not only within the family, however, that the child is being brought up in a co-educational environment. The world around him everywhere is obviously a two-sexed world—no one expects the girl, when she can read, to read books with only girls in them or the boy, when he goes to the cinema, to go to films containing none but masculine characters (he would be hard put to it to find them !). Indeed, we can rarely say of any piece of knowledge, other than the most academic, whether it was acquired through school lessons or learnt 'out of school', from friends or books or radio, from church or from street. Education is almost inconceivably complex and is going on all the time.

Perhaps enough has already been said to make it clear why, though so much that is interesting has been written during the past fifty years about the advantages and disadvantages of co-education at school, so little still is precisely known about the subject. For how *can* one separate the school from the rest of the environment so completely as to be able to reach final and certain conclusions, scientifically provable ?

I

The more we come to look upon the school as a place of education as well as of training, the more impossible is it to separate at all absolutely the

functions of home and school. The circles of their responsibility overlap. No school can, or should, take over more than part of the job of the home. But, on the other hand, in the complex, unvillage-like world of to-day the home cannot do anything like so much relatively for the education of its children as it once could. The case for co-education is stronger than it used to be.

This does not mean that it would be wise to try to incorporate a clause into the next Education Act compelling all schools to be organized henceforward as rapidly as possible on co-educational principles. A school that is to do very much education, as distinct from teaching and training, must be alive. To attempt to transform it *by edict* into a different sort of school may mean killing it. Good schools are every bit as living an offspring of human hearts and minds as poems or pictures, and one cannot interfere with parts of them without endangering the whole organism.

There are, of course, many schools to-day attended by both sexes which are co-educational in only a very superficial sense. Where, for example, it is the common practice to urge the boys to compete against the girls in this subject or in that one may be pretty sure that the principle of co-education has not been deeply accepted. Too many schools taking both boys and girls to-day do so simply because it was cheaper to build one school than two in the area concerned. This may be an argument for the mixed school from which no appeal is in practice possible ; but it is in itself a very poor argument for co-education. The really co-educational school can only be born from a conviction, a whole philosophy of education in members of its governing body and staff—and, perhaps, the parents of its children as well.

II

Many books and pamphlets on the co-educational school have been written in our century, almost always by enthusiasts. Among the best are those by Alice Woods, whose notable collection of essays by different authors was issued in 1903 ; J. H. Badley, whose book *Bedales, a Pioneer School*, came out in 1923 ; and L. B. Pekin, whose consideration of *Co-education in its Historical and Theoretical Setting* was published at the beginning

of the second world war. The physical, intellectual and psychological differences between the sexes, particularly during adolescence, have been studied much more objectively (see for example the valuable *Report of the Consultative Committee on the Differentiation of Curricula for Boys and Girls in Secondary Schools*, 1923, and C. M. Fleming's *Adolescence*, 1948, especially pp. 154-157). But deductions about the relative desirability of co-educational or single sex schools remain dependent upon the educational philosophy of the man who makes them.

It has frequently been remarked that boys and girls living too much in isolation from the other sex tend to overdevelop the qualities generally attributed to their own—boys to become over-masculine and 'tough', girls to become over-feminine, sentimental and hyper-sensitive. But it is easy to deduce 'inevitable' conclusions from insufficient evidence and to forget that *all* schools are set, as we have already emphasized, within the general environment of a home and social life which is itself in greater or less degree co-educational. Recent anthropological and sociological investigations have shown that some of the differences between male and female human beings

supposed to be innate are sociological rather than physical or psychological in origin: the suggestion for instance, conveyed quite unconsciously by parents and friends to boy children, that it is 'right' behaviour to repress fear, not to cry, to be active and adventurous, are factors in developing 'masculine' reactions themselves. It is hardly to be doubted that more girls, left quite uninfluenced by social environment in the matter, would play with Meccano or at trains and that more boys would be interested in dolls and, at a later stage, in cookery. There are important and indispensable 'feminine' elements present in every boy and powerful 'masculine' impulses in every girl. Co-education has to go on *inside* every pupil if he or she is to be educated as a whole person. There are tendencies in our society which tempt us to exaggerate the differences between boys and girls, or men and women, rather than to underestimate them. Not merely the Hitlers, but advertisers, journalists and salesmen of many varieties find the stimulation of sex-rivalry and sex-differentiation a way towards the achievement of their own ends.

It may be thought that a society such as ours, or even more a society such as exists in the

ACTIVITY METHODS FOR CHILDREN UNDER EIGHT

"The teacher wishing to introduce informal activities will find the book an invaluable Guide."—*London Head Teacher*.

"A really reasonable and practical book—worth every penny of the 8/6 to a teacher who appreciates a sane approach to this type of work."—*London Teacher*.

Second Large Edition.

8/6 net

TEACHING ENGLISH THROUGH SELF-EXPRESSION

E. J. BURTON, M.A.

"Every teacher of English should read this book, and he will certainly then want to use some of its material."

—A.M.A.

"... fresh and stimulating."

—*The Independent School*

"... it inspires the inexperienced."

—*London Head Teacher*

6/- net

EVANS BROTHERS LIMITED

Montague House, Russell Square, London, W.C.1

U.S.A., must employ co-education at all ages during school life as a prophylactic against the tendency towards the sex-antagonism that is already incipient in childhood. But the right and perhaps the only complete cure for such a state of affairs lies not in the school as a therapeutic agent, but in a reformation of the society itself, for society is immensely more educative than any of its schools can be. A co-educational school set in a society with diseased ideas about sex-relationships will not necessarily be as valuable educationally as a vital school for one sex only in a society having healthier ideas on the relations of men and women, a society which clearly sees the need for them to understand one another simply as human beings, which sees too the naturalness of their co-operation.

III

Here indeed is the crux of our subject. What philosophy of life, of society and of education does our advocacy of co-education serve? What is co-education *for*?

Most schools which are creatively co-educational have, or have had, as their heads people whose conception of education has included co-education as part of some larger whole. It has been one of a complex constellation of means towards giving what they felt was an education for full humanity. They believed that the job of the school was to bring up children so that they were 'human beings more abundantly than either boys or girls'.

What is wrong with so much of the education we give our children—whether in school or out of school—is that it nourishes but a small part of their humanity and wakens in them so small a proportion of what was there to be roused. The desire of the educator who sees in the co-educational school a powerful help to his goal is to bring out in boys and girls alike both the masculine and the feminine qualities necessary to full humanity.

If a co-educational school does not help the boys and girls who go to it to know that their similarity as human beings is incomparably more important than

their differences, interesting and exciting though those differences are, it is not achieving one of its major purposes. A real school is a place of real meeting, of meetings between spirits as well as bodies and minds.

The good co-educational school, because its aim is the development of full human beings, will do nothing to prevent boys (or girls) from forming clans and societies to themselves when they want to do so—as they often will from the ages of 8 or 9 until late adolescence. Privacy is an exceedingly important ingredient in education, both for the individual and for the single sex group. But this does not mean that privacy is more than an ingredient. Society and solitude are both parts of a proper educational dialectic.

The test of the value of any school, co-educational or not, must be its long-distance as well as its immediate effects. The test, indeed, is not so much whether its products are more full of energy and *joie de vivre*, or more understanding and more responsible at fifteen than the products of other schools, but whether they have, as it were, been set growing more—so that at forty or so life will be deeper in meaning and more 'available' than it otherwise would have been. The co-educational school, as I have suggested, has the *chance* of achieving more than other schools. But to what degree it can take the chance will depend upon its own quality, which in turn depends on the quality of its staff as persons, be they men or women, and their philosophy of life.

PSYCHOLOGY AND ITS BEARING ON EDUCATION

by C. W. VALENTINE

Emeritus Professor of Education in the University of Birmingham

A book specially suitable for students in training colleges, for teachers, youth leaders, and all concerned with the training of children and adolescents. *Illustrated.* 18s.

A HANDBOOK OF SOCIAL STUDIES

by JOAN DRAY AND DAVID JORDAN

Dudley Training College

"Those who are planning or conducting a Social Studies Course will find a wealth of guidance, clarification and stimulation in this book."—*Times Educational Supplement.*

Illustrated. 7s. 6d.

METHUEN

CO-EDUCATION IN THE DAY CONTINUATION SCHOOL PROGRESS REPORT FROM BOURNVILLE

B. Z. Cohen, M.A.

ON various occasions, when the question of mixing boys and girls in Continuation School classes has been discussed, teachers have raised their eyebrows and have suggested that it would not be advisable as the difficulties were so very serious. It has been argued that working boys and girls of about similar age could not mix successfully because the girls were so much more mature ; their interests were so very divergent ; untoward incidents might occur which would never have arisen in single-sexed groups ; that at the age of 15 or 16, boys and girls did not want to be together, for at that period of their development they often try to avoid each other. Moreover, not much work would get done, as the minds of the students would be continually straying to other subjects—not study, that there would be too much fooling ; and anyway, the boys and girls have opportunities for mixing on other days of the week if they so desire, in their work, their clubs, in their own localities, so why make the work of teaching more difficult, when, under the best conditions, it is hard enough to get the young machine-minder to remain interested in things that really matter for more than a very short time ?

These objections, a few of the very many, have been recapitulated because they are strongly held and have to be overcome if the Day Continuation School is going to fulfil its true function. Let us imagine what we hope for these young workers, when they have reached full manhood and womanhood, have married and are bringing up their own families. We hope to see them happy, having developed some reasonable sense of citizenship with the right attitude towards their own family group, their work, their neighbourhood, and the community at large. The crux of the problem is the creation of the happy family, and this depends on the successful relationship between husband and wife. It has been suggested that one of the reasons why family life is often not as successful as it could be is that during their own adolescent years, husband and wife, as boy and girl, had not learned to become accustomed to members of the

other sex, and that their impressions and experience during that period had created fixed notions which were often distorted, prejudiced and out of all proportion. The gradual development in our young people of a right attitude of mind to life and to everybody around, is as important to them as learning to become proficient in a job, and the Day Continuation School should provide our boys and girls with the opportunity, during their vitally impressionable years, of becoming accustomed to one another in a comfortable, happy relationship in which they can bear with one another and appreciate the other's point of view. That boys and girls may have other opportunities of meeting is not enough, for in the school under much better conditions these young students have a wonderful opportunity of learning together how to share the same experience in official positions, on committees, in the students' common room, in the canteen and particularly in class where, concentrating on the development of mind and spirit, they both have something to contribute to the advantage of the other, and where most of all they learn that, to create the maximum happiness in life, they have to consider the outlook of the other sex.

The majority of students attending the Day Continuation School have completed their full-time education in the Secondary Modern School. They are now 15 years old and the first shocks and strains of adolescence are passing. These boys and girls look forward to starting work, to earning money. We, in the Day Continuation School, realize they are no longer school children but young wage-earners beginning to enjoy a sense of independence, young adults who are beginning to think things out for themselves and eager to enjoy what they regard as their freedom, but not quite ready to accept its responsibilities. They will soon master any intricacy in their routine jobs and, if we are not careful, will soon begin to degenerate. They have intelligence, but, in their eagerness to imitate their seniors, they try to jump the stages to real mature adult life and imagine they have reached it long before the

proper time. Too many of them bask in their artificial sunshine, for they have money in their pockets, and concentrate too much on thinking how to spend it on what they regard as pleasure. Most of them have no definite incentive but to enjoy the present. Unless steps are immediately taken, they will soon have lost all desire to continue worth-while interests engendered during their full-time schooling, and will join the vast numbers of those whose outlook on life is not too good. The Day Continuation School can do a great deal for these young people and, if they stay the full three years, they will have the opportunity to mix in activities which often they themselves have chosen, and boy and girl will grow up to mature adult life together, with views about each other less prejudiced and less warped.

It is gratifying to find that most authorities agree, that when County Colleges are instituted, they should be co-educational, but little data is available as yet from Day Continuation Schools as to how this policy is to be implemented. In fact, in the schools themselves, the teachers are at variance as to the degree of co-education to be introduced. Many agree in principle but want evidence that this policy will produce dividends. Some of the Institutes of Education might well explore this field of research, for the problem is urgent. But if our premise is correct, that to do everything possible to prepare our boys and girls to live a full life, we should integrate their social, recreative activities into one organization and teach them in mixed classes, we should immediately tackle the problem with the full knowledge that the difficulties will be great, and not wait for the results of research. The Day Continuation Schools should become the experimental laboratories, with their teachers searching for and devising new teaching techniques which will attract and hold the interests of the students. However divergent the interests of boys and girls may be, there is much common ground on which both can meet, even if some of the girls are more mature than some of the boys. A teacher, if sufficiently versatile, will find some interest in his lesson which affects them both.

Many of the other difficulties enumerated at the outset of this article can be successfully tackled by the teacher with a sympathetic attitude of mind. Each subject, particularly those regarded as theoretical, should be made as practical as possible; the students should be *doing*, not merely

listening, seeking information, presenting it in all kinds of ways, discussing their findings, drawing their own conclusions. It is dangerous for the teacher, however knowledgeable and however enthusiastic he may be, to do all the talking, for the power of concentration in most of our students is not too great. The teaching related to the students' experiences and begun at their level, in which they can be induced to see that the subject under discussion really affects each one of them, will arouse an encouraging response. If the students are treated as young adults, and their deficiencies in attainment corrected and explained incidentally to the topic of interest which is handled in a less junior way, if the teaching can get away from the ordinary day school approach and be presented in an idiom more suited to wage-earners than to school children, if the attitudes of boys and girls are constantly compared and contrasted, and common ground—if any—triumphantly indicated, if the students are induced to bring their own imagination into play and helped in all kinds of ways to express themselves with some ease, the Day Continuation School will become the training ground for sound citizenship. So much depends on the teachers who should possess the type of personality which inspires confidence, friendship and commands respect. They must also possess a generous sense of humour, be easily approachable and be glad to help their boys and girls with their difficulties and problems. The anxiety about discipline will seldom become serious if the general supervision in the school during 'off periods' is constant but unobtrusive, undertaken by members of staff who delight to mix with the students and share in their activities, and are aided by prefects and other democratically chosen senior student officers who regard their official positions and responsibilities as privileges and marks of honour.

A detailed treatment of the content of the Syllabuses of the subjects taught at the Day Continuation School is really necessary to illustrate much more convincingly how so many of them can be made attractive to groups of boys and girls. Teachers of mixed groups of young workers who would write up their methods and give an account of their success, and—what would be as valuable—of their failures, would be doing a great service to the Day Continuation School.

It was, therefore, in the spirit of unprejudiced enquiry that we at Bournville, appreciating our

good fortune in having an organization approaching what was envisaged in the statutory County College when established, and realizing the urgency of the issue, determined to tackle this problem without further delay.

Two Continuation Schools, for boys and girls separately, had been founded in 1913 and they had maintained their separate organizations for teaching purposes until 1948, when it was decided to unite them and integrate them into one college. From 1925 the two Schools had occupied separate blocks in one set of buildings erected in triangular formation, but from 1948 the classes were redistributed to occupy the most suitable rooms in either block, and boys found themselves in what was regarded as the girls' side, and girls often crossed the quadrangle to the boys' section. Two classrooms on the second floor, divided by a

wooden partition, were now more or less permanently joined and converted into a Students' Common Room which was used, among other purposes, by both boys and girls together, in mid-morning and mid-afternoon breaks, and in the dinner-time social activities. This institution of the Common Room did not happen suddenly. Had an order been promulgated from 'on high', that henceforth Rooms 10 and 11 were to be used as a Common Room, both boys and girls might have looked on the innovation just as a matter of course, without a sufficient sense of appreciation. The demand for a Common Room had come from the students themselves, through their Students' Council, and before this amenity was finally provided, they had to accept the responsibility of 'running the show', keeping the room tidy, and organizing the mid-day dancing if and when it should begin to develop.

Before this Common Room was established, the boys and girls had been kept strictly to their own schools and the embarrassed attitude between young boy and girl students when they perchance met at the College entrance was often very apparent. At other times, it was not uncommon

—tell it not in Gath—to hear some ill-mannered boys whistling after the girls. But all this is changing. The facility to mix in the breaks and to move about the building freely, and more, to be in some of the classes together, is breaking down the unnatural relationship between the boys and girls. Most of the students behave towards each other as rational human beings and, as they pass each other on the corridors, you may hear a girl greet a boy acquaintance and the boy reply quite naturally without any embarrassment, instead of seeing them shuffling past each other silently with eyes averted or on the ground.

The development of dinner-time social activities did a great deal to break down the sex segregation. When the Common Room was first made available, the boys and girls would just stand about the room with nothing much to do, and, in due course the request came from them, again through their Students' Council, for some music so that dancing would be possible. As dance pianists were hard to find, a radio was bought—out of students' funds—a portable gramophone was borrowed on permanent loan from somewhere, a pick-up was fixed up by the students themselves

Pitman Books

Six Short Plays

By **R. J. McGregor**. A set of six one-act plays, particularly suitable for Secondary Schools and Youth Clubs. Titles: **Ancient and Modern, The Little Major, The Mandarin's Hat, Take Your Pick, 'Twixt Eleven and Twelve, A Watching Brief.** Price each 9d.

Fifty Speech Games for the Fives to Eights

By **H. Yaffey**. A book for teachers, consisting of a series question-and-answer dialogues and little plays, designed to enrich the children's vocabularies and give practice in speech. Illustrated. Price 4/6 net

Look and Read (it's easy)

Books I and II by **G. A. Winterton**. This new series puts into the hands of backward children books that will capture their interest and stimulate their desire to read. Illustrated. Price each 2/4

The Relative Frequency of English Speech Sounds

By **Godfrey Dewey, Ed.D.** This well-known book, first published in America some years ago, provides teachers, philologists, and others interested with useful information on the relative frequency of English words, syllables, and individual sounds. Price 15/- net

Sir Isaac Pitman & Sons Ltd.

Parker Street • Kingsway • London, W.C.2

*Illustrated Supplementary Readers***JACK AND JILL IN MANY LANDS**

By AGNES CANHAM

Book I—1/4

**Holland, Switzerland
and Norway**

Book II—1/4

**Canada, Greenland
and The Philippine Islands**

Book III—1/4

Malaya, Ceylon and Egypt

Book IV—1/6

Greece, Italy and N. Africa

Book V—1/6

**Sunny Spain and The Fair
Land of France**

Book VI—1/6

The City of London*Please write for illustrated pamphlet***A. BROWN & SONS, LIMITED****32 BROOKE STREET, HOLBORN, LONDON, E.C.1**

(who also produced dance records) and, with the students themselves organizing their own dance music, those who wanted to dance could now do so. Other students were more interested in table tennis in one of the Gymnasias, and it is now no uncommon sight to witness a vigorously-played mixed foursome with admiring and envious boys and girls standing round enjoying the contest, and waiting for the next game. It was in the gradual development of these social activities, which included also some evening out-of-college clubs under volunteer staff direction—two Drama Groups which maintained a fine tradition begun twenty years previously, a very flourishing Film Group which met weekly in the College under the enthusiastic influence of the Senior Master to see films, discuss film technique and make its own films, with the College building as the centre for the activity, the regular meeting of small discussion groups and of purely social groups—that the initial steps were taken to fuse the two sides of the College into a living unity.

The next important problem of establishing mixed groups for class purposes was much more difficult, and as the re-organization was only begun in September, 1949, we are not yet in a position to appraise the results of our experiments. We had to move very gradually; the progress had to be made naturally and again, if it could be managed, the request, somehow, had to come from the students themselves—for such a bold innovation could never reach even a limited success without their co-operation.

The staff of the College had a very difficult task, for many of the teachers were not too enthusiastic about the proposed change. They had to sow the seed of this idea at the right times and to the right students. Many a carefully,

planned lesson went all awry as a chance remark gave the teacher the opportunity of allowing the students to air their opinions on the question of boys and girls in the same class. Could they, indeed, both be interested in the same lesson and would they like very much, or have serious objection to, the other sex joining them in class? In due course, prepared discussions in class took place. Class Captains reported to the Day Captains and the ten Day Captains (five of them girls and five boys) finally thrashed out the matter in the Students' Council. As was to be expected, most of the girls' classes were keen, but the boys were rather doubtful. Some of the more serious girls, however, preferred their own classes, for they said that the boys would not get on with the work but would want to fool about. Very many of the boys had come from boys' Secondary Modern Schools and could not get accustomed to the idea, as they said they were not really interested in what girls would want to learn. When the boys were assured that nobody expected girls to be keen on Machine Drawing unless it was their job to do tracings, and there were obviously certain subjects which would only interest girls and which boys would certainly not be expected to join, the attitude of the most obstinate seemed less uncompromising.

With the small number of ex-Grammar School Students aiming at academic distinctions and other qualifications the problem of co-education, of course, had never arisen. They were already in mixed classes, they were bound by a common interest in a subject, they had an incentive and, in any case, separate sex groups would have been too small to warrant the expenditure of very valuable teacher hours. It was the fate of the other 90 per cent. of the students which was our main concern, and it took quite a time to get the willing co-operation of the most hesitant.

In due course it was announced that the experiment would be tried in the coming Autumn Term. The time-table was to be reorganized and the students agreed that English was essential, and so was Physical Education. Each subject was allotted one and a half hours. The boys would also do mathematics for three-quarters of an hour and, for the remaining three and a half hours of teaching time the students in the General Courses would be allowed to choose their own subjects inside the limits of staffing, accommodation and

equipment. Interest was to be the deciding factor, guidance from Staff was available for the asking and the groups were open to both boys and girls. More of the latter than could be accommodated wanted woodwork and very successful mixed optional groups were established in Social Studies, Dramatics, Arts and Crafts, Science and French. We managed to create a class for boys mainly, for cookery. They were a tough crowd but a grand lot of chaps and the class was so successful that at the end of the term both students and Domestic Science teacher were very reluctant to part company.

At the end of the Autumn Term, students were given the opportunity to change their options if they so desired, but to our surprise the number of changes have been comparatively few. All difficulties have not been overcome, but we mean to persevere and widen the scope of mixed groups. The younger boys as they grow older will, we are sure, see the light and, in years to come, realize what an advantage it has been to them.

Co-education in the Continuation School, to be successful, depends on a healthy corporate life in which both boys and girls must assume an equal

responsibility, in a building which has plenty of space. This spirit is engendered by the great occasions and little incidents in which the students all share in the same experience. The first morning of attendance when the Head meets all the new boys and girls together, makes them welcome and puts them at their ease so that they will set off on the right foot on their College adventure, the joint morning Assembly, the School Concerts, the Annual Speech Day, the Mixed Athletic and Mixed Swimming sports, the periodic productions of great plays, the College social functions, Elocution and Drama Competitions, the organized jaunts to London, Holland, France and Switzerland—the impressions of these great occasions on the minds of the boys and girls is lifelong. The students gradually develop the sense of belonging to a great institution and a sense of pride in that they helped to make it great. But the most valuable effect the experience at the Mixed Day Continuation School has had on the boys and girls is that they have learned to understand one another and that they each have a great deal to contribute to the common welfare.

HEINEMANN

THE NEW WINDMILL SERIES

General Editor : IAN SERRAILLIER

The Teachers World writes : "It is rare to come upon a series so beautifully suited to (teachers') purpose as this. The books are a joy to handle . . . beautifully illustrated. Mr. Ian Serraillier is to be warmly congratulated on producing reading matter of such first-class quality at a low price, for the boys and girls of our secondary schools."

FIRST EIGHT TITLES (Ready Now)

The Otterbury Incident	C. Day Lewis	3s. 6d.
The Call of the Wild	Jack London	3s. 0d.
The Secret Garden	F. H. Burnett	3s. 9d.
The Family from One End Street	Eve Garnett	3s. 6d.
The Splendid Journey	Honore Morrow	3s. 3d.
The Radium Woman	Eleanor Doorly	3s. 0d.
The Microbe Man	Eleanor Doorly	3s. 3d.
The Time Machine	H. G. Wells	3s. 0d.

THE DRAMA LIBRARY

General Editor : EDWARD THOMPSON

A new series of plays each introduced by an eminently qualified producer, actor or critic. They are printed in clear type and bound in elegant board bindings. 2s. 6d. each.

NOW AVAILABLE

Noah ANDRÉ OBEY
Introduction by MICHEL SAINT-DENIS

The Importance of Being Earnest OSCAR WILDE
Introduction by JOHN GIELGUD

Time and the Conways J. B. PRIESTLEY
Introduction by IRENE HENTSCHEL

READY SHORTLY

An Enemy of the People HENRIK IBSEN
Introduction by IVOR BROWN

The Snow Queen SURIA MAGITO and RUDOLF WEIL
Introduction by MICHEL SAINT-DENIS

Ten Diminutive Dramas MAURICE BARING
Introduction by DESMOND MACCARTHY

99 GREAT RUSSELL STREET, W.C.1

CO-EDUCATION AND THE TEACHER IN DAY SCHOOLS

F. V. Checksfield

IT is a truism among educational theorists that no good teaching can exist in our schools unless there is a proper relationship between the teacher and the pupils. But educational theory is sometimes far removed from day-to-day practice, so that insufficient thought is often given, by administrators, parents and even teachers to this fundamental point in any school: how does the child 'get on' with the teacher and, also, how does the teacher hit it off with the children?

It is manifestly an artificial and forced arrangement that thirty or forty children should have to be in a room, with one adult in charge, at a particular time, to study a certain branch of learning or to practise collectively an 'academic skill' willy-nilly. Clearly, toleration is called for on both sides and frayed tempers or unco-operative moods can be avoided only by humour, patience and respect for the personality and intellect of 'the other fellow'. Of course, the skill and personality of the teacher is the greatest single factor in making a success of such an unnatural situation, yet it does seem that any arrangement which reduces the 'un-naturalness' of the classroom atmosphere is to be preferred. It is at least a maintainable thesis that a better relationship between the teachers and the taught is more satisfactorily established in 'Mixed' classes and in schools where both boys and girls freely intermingle.

A new pupil in a Mixed School was trying to express something very significant when he approached the teacher with the remark, 'I like this School.' Encouraged to say why, he stammered: 'Well . . . it's really not like a school at all.' He, obviously, could feel that the atmosphere—in which, incidentally, he now was doing the same kind of work as in other schools—was in some way different from the 'schooly' one he had grown to know. Perhaps the child was trying to express his judgment that his new 'mixed' school was more like home because it was less artificial and was nearer to the accustomed life around him. Now, if it is true that the school was 'not so much like a school' how did this affect the teachers in it? Is the work and personality of the teacher influenced by working

in a co-educational school and is this, in its turn, passed on to the children?

A teacher in the classroom teaching both boys and girls is in a slightly less artificial situation. In the group he is dealing with there is more social homogeneity and it must be closer to a typical cross-section of the society outside the school, for which they are being trained. There is a wider range of personality which brings increased originality and freshness in view-point. This must be a challenge to the teacher to be less 'in a rut' and to try to use the wider interests of the class and the greater range of personal, emotional qualities in the children to the greatest educational advantage. He is obliged to make his technique less stereotyped and enabled to make his approach to creative or intellectual work more stimulating because more diverse. Moreover, the discipline must be genuine, resting more upon interest in work and on deeper psychological understanding rather than that maintained by a threat of force or a sarcastic tongue. This may mean more nervous wear and tear on the teacher who cannot use this 'tough' type of discipline because it will work with only half the class at most. Yet, at the same time, it is much more rewarding, educationally, to have to recognize that the class is composed of heterogeneous persons, each requiring individual treatment in some matters, rather than to allow oneself to slip into a 'rule-of-thumb' technique in class control.

Again, in a mixed school the 'out-of-class' activities can be more enjoyable. Games, of course, must be kept separate, apart from very occasional contests 'for fun'—yet, even in these, valuable experience in 'give and take' and in consideration for the other sex can be gained. In dramatic and artistic work, in established Societies and in Expeditions, there can be a more agreeable atmosphere for the teacher, further removed from the 'institutional' feeling which can easily pervade activities in which members of only one sex participate. There is enlarged scope, with more opportunities calling for co-operation, adjustment, and tolerance, while increased social understanding can be engendered.

From another angle, possibly the greatest single

factor in the happiness of a teacher in his, or her, work is the relationship which is established with colleagues. In no profession is personal and social adjustment so important. This forces us to consider the place of the staff room in a mixed school. If there is a cheerful, co-operative staff room, free from nervous tension and where relaxation and true companionship in the absorbing work of educating many children can be found, then teaching is happy work, in spite of its strain and stresses. Manifestly, the perfect staff room is rare. It is not rare, however, to find in our schools many intelligent men and women who are able to work as a team. In my experience of the staff rooms of mixed schools, in England, Denmark and the United States, Mr. Perrin and Mr. Traill have been absent and the teachers have been stimulated by mixing with different personalities of either sex. Conversation takes on a greater degree of illumination and width of intellectual interest; while little pettinesses melt away before increased graciousness and the 'civilizing' influence of the other sex in matters

of manners, orderliness or increased consideration. All of this is a gain both for the school as a whole and for the individual relationship of teacher and pupil. A pleasant staff room means a pleasant school.

Clearly, such a picture need not be typical of the result of 'mixing' a school. Many mixed schools may be less satisfactory to work in from the teacher's view-point than good 'sound' segregated ones. Tradition means much, and a good spirit and a high standard of work are not attained by any administrative device.

All the same, it seems to me that a well-administered mixed school has more to offer to an idealistic young teacher, who aims to educate the younger generation to fit into a world where men and women work together with a sense of community service according to their talents and sex. The fuller the social aim of a school, the greater is the interest of a teacher's work. I believe a good mixed staff can do the best work and, after all, it is more interesting to teach both boys and girls.

PERSONAL RELATIONSHIPS IN THE CO-EDUCATIONAL BOARDING SCHOOL

Kenneth C. Barnes, Headmaster, Wennington School, Wetherby, Yorks.

THE chief argument for co-education must be based on the nature of the personal relationships that it makes possible. If it can be shown that in co-education these relationships are sounder and more wholesome than in single-sex schools, that they set free energy for constructive purposes and deliver people from crippling inhibitions, what more need be said? It may be, however, that not every reader is convinced that personal relationships are of paramount importance in education, and perhaps a little should be said first on this point.

A school may be looked at in three ways: first as an institution where instruction is carried out, secondly as a society where each individual learns what he owes to the whole group—what his function and duty should be, and thirdly as a community in which creative impulses and a comprehensive sort of wisdom spring from the contact of one personality with another. If we think of a school solely in the first way we shall be concerned only with syllabuses and the testing of efficiency by examinations. If we think of the

second we shall want to know if each individual pupil learns his functional relationship to the whole group, whether he develops his particular capacities in such a way as to serve best the needs of the whole. But to attempt to think in either of these ways without admitting the third is to fall into illusion. The extent and quality of a child's learning are profoundly affected by the nature of the personal relationship with the teacher, and the social attitudes are obviously so affected. The relationship of teacher with child is, however, only part of the large pattern of personal relationships in the whole school community; the rest is made up of the relationships between the adults, between the assistant staff and the Head, and between child and child.

To those who are in the habit of looking at the educational process as a whole and who are concerned with the development of a child's whole personality, the foregoing must be obvious. It would, I expect, receive general assent from all who regard themselves as educators rather than mere instructors. But it is much less often put

into practice or regarded as a principle to be used in the planning of education.

How far in educational administrative work is the pattern of human relationships in schools really studied? To what extent is the method of appointment of teachers or the degree of autonomy granted to a school adjusted to encourage the growth of understanding and co-operation, and friendship, among the staff of a school? It is not just a question of knowing what we want, but of discovering the conditions under which it can be achieved, of knowing what it is that frustrates its achievement. With the great increase in secondary education and the growing complexity and magnitude of the administrator's task it becomes more than ever necessary to study the conditions under which schools are run and the relations of these conditions to the social and personal life in the school.

The argument for co-education is in the main an argument for conditions that make a better personal life possible for both staff and children. It is not based on a claim that co-education will solve the major problems of education, not even the sex problem. The major problems of education are the major problems of life—and they are not solved at school. At school the stage is set for the *study* of problems. By 'study' I do not mean anything academic—but daily observation and reflection and the gradual assimilation of experience. Co-education provides a background of reality which a single-sex school cannot. It provides both boys and girls, both men and women, with conditions that are reasonably representative of life itself.

It is a significant fact that nearly all adults engaged in co-education enjoy the human environment it provides, and indeed they tend to believe in it because they enjoy it. I once heard a psycho-analyst charge the headmaster of a co-educational school with believing in co-education because unconsciously it provided him with the means to work out his own infantile sex frustrations. Hardly a fair argument to use—but even if it were true, doesn't it rather support co-education than otherwise? The enjoyment of the presence of the opposite sex is surely a relatively healthy way of satisfying the needs of the unconscious—and indeed the conscious. What is the alternative—to allow infantile repressions to release themselves in a homosexual society? All that the argument succeeds in doing is to

establish that the adult cannot be wholly objective or 'scientific' in making judgments about co-education. But that is true of all judgments about human situations. We are *in* the situation and therefore cannot judge it as though we were wholly outside it, acting as detached observers. But even this matter of our own enjoyment can be to some extent a subject for observation and reflection. Those who have had the experience of moving out of a single-sex school into a co-educational one will perhaps agree that there is a lightening of the atmosphere, a freeing of the spirit, a release from the curious tensions and irritations that seem common in single-sex schools. I have just come from a conference of representatives of co-educational boarding schools. In their discussions and personal exchanges there was gaiety, a sense of humour and perspective, very evident courage and renewal of faith in the face of serious difficulties—and not a trace of cynicism. In comparison there seems to me to be something a little dim and unreal about a conference wholly of men teachers, and a noticeable tendency to give way to destructive criticism and cynical attitudes. I feel certain that the mixed community is the more productive of courage, faith and enjoyment. Incidentally, this question of enjoyment is of far greater importance than is commonly realized. It is more important that teachers should have conditions in which they can enjoy their work—and feel that it is a significant part of an enjoyable life—than that they should be infused with noble concepts of duty and social service. Not that the latter are unimportant, but they are useless without the fundamental basis of enjoyment. In fact without it they may do harm, because they will degrade life from the personal to the functional level—the level on which the individual is assessed only according to the discharge of his duties and the fulfilment of his function.

It may be argued that experience does not show that, in general, organizations in which men and women work together are necessarily happier because of it; it might even be said that there are instances in which men find the presence of women a disturbing factor. I think it might be found that such instances as these—perhaps in business life—are those in which women are regarded as husband-hunters, the conventional objects of flirtations and illicit interest (the film attitude to the typist).

By being so regarded they cannot but detract from a serious attitude to work. But in education these attitudes are less likely to appear, because in education the work itself is concerned with persons, not business, and this to some extent acts as a corrective to triviality. It need hardly be added that the conditions that have been argued as possible in co-education will not be achieved if either sex is resentful of the presence of the other. There is no room in co-education for the man who is full of gallantry and solicitous attentions when he takes a woman to the theatre in the evening, but during his working hours says that he does not want 'those damned women in our common room'.

Where there is willing and equal partnership between the sexes on a school staff, when there is equal-sided respect for each other's mental qualities, both where those qualities are similar and where they are different, there is, I am convinced, a more true and creative concept of education than can exist in a single-sex school. It needs both a man and a woman to meet the needs of any child, whether girl or boy. No boy is ever wholly masculine, no girl wholly feminine, and their needs cannot be met by adults of one sex only, not only in their personal relationships but in their studies—where the different contributions and points of view of men and women are stimulating and often complementary. I remember shortly after coming into co-educational teaching being struck by statements made to me by some sixth-formers about the interesting differences they found in their history teachers—one a man, the other a woman. The differences provided a healthy corrective to a one-sided view of history.

Turning now more definitely to the relations between the adults and the children we meet far greater complications—and a disparity between the man-girl and the woman-boy situations during the pupil's adolescence. At the primary stage—up to the age of eleven—the woman is accepted

readily by both sexes, and the junior school is greatly enlivened by the presence of men teachers if they are properly trained to meet the needs of that age of child. But we have to remember that in the ordinary family pattern during adolescence the mother becomes less significant to both son and daughter, while the father grows in significance and authority. There remains a certain amount of dependence on the mother where food and clothing are concerned, but she loses authority and her attempts to exert it are often productive of resentment. With the boy this pattern tends to be reproduced in the school, where he accepts the matron or 'dame' with affection but tends to reject the class-mistress, who is not concerned with his socks but his work. I am inclined to think that girls would not suffer much if they were taught largely by men, but that to have boys taught largely by women would be disastrous. What then is to be the place of the woman teacher in a co-educational secondary school? During the early 'tough' stage of adolescence boys will more or less accept a young woman teacher who is 'boyish' without being masculine. There must be something in her with



COMMUNAL PLAY EQUIPMENT FOR NURSERY SCHOOLS

Our new Catalogue embracing an enlarged range of Toys and Nursery Furniture designed for use in Nurseries and Schools is now in process of distribution. If you have not received a copy let us have your name for our mailing list

FLOOR DOMESTIC RECREATION EDUCATIONAL NURSERY
PLAY PLAY EQUIPMENT TOYS FURNITURE

NURSERY EQUIPMENT (SALES) LTD.

1263 LONDON RD., NORBURY, LONDON, S.W.16

which the boy can identify himself. And they will accept a woman of a generous maternal type who is downright, competent and practical. They will not accept the very feminine type, whether the femininity expresses a fear of the male or is a bait to catch him.

In late adolescence, when boys become more objectively sensitive and reflective, a woman who is a good scholar may be accepted in spite of the temperamental difficulties that would be serious at earlier stages. Feelings of chivalry may help the disciplinary situation at this late stage, but cannot be appealed to in early adolescence.

What satisfactions, then, can reasonably come to a woman working in a co-educational school? If she tries to be possessive—as many mothers mistakenly try to be—she will fail to establish authority or good feeling. Her satisfaction must be the satisfaction that comes to the wise mother—the mother who is content to see her children standing on their own feet, independent of her.

The man's position is different in this—that he is not only the object of admiration (in so far as he is worthy of it) from the boys, but he is in the place of the father where the girls' affection is concerned. This may not be very evident but it should affect his attitude in this way: he should recognize that he will not succeed in getting a good relationship with girls if he is not interested in them as persons. The impersonal outwardly-directed interest that draws men and boys together is not enough to establish an equivalent relationship with a girl. This seems to hold right through a girl's adolescence, and this fact makes a trap for the man teacher and calls for wisdom on his part. Whereas, as I have pointed out, co-education does not provide subjective satisfactions for the woman teacher, it may do so for the man teacher. In the relationship between a man teacher and a girl pupil there can be something of great value, but there is also a danger; and it needs but a little unwisdom or mismanagement for good to tumble into evil. The attraction that the girl finds in the mind of a maturer man is good and it may meet a fundamental need in her at this stage. The danger lies in the great physical attractiveness that a girl in the late teens may have for a man, together with the spontaneity and trust that she may bring to the relationship. The situation calls for maturity, wisdom and control

on the man's part, lest he should attempt to enlarge the pleasure he finds in the relationship, to sophisticate her, and begin to make demands on her. The man's impulses may have a profoundly disturbing effect upon the school community if their expression is not wisely controlled. The intrusion of the adult into the pattern of emotional relationships between the pupils of a school is bewildering to them. It must be remembered that in any school community, however good and friendly the relationships between staff and pupils may be, the adults are 'other', they do not belong to the adolescent's world, and it is right that they should not.

The man teacher in a co-educational school, therefore, should expect no more than the woman. He should be capable of *giving* affection but should expect nothing more than a casual expression of friendship in return. He should seek satisfaction of his own needs wholly in the adult world.

Now something should be said about the relationships within the children's own world. Looking on the whole group of children in such co-educational schools as I have known, they seem more excitable and irrepressible than do children in single-sex schools and this is a fact that worries us a little, especially when we are considering the problem of how to provide peace and quiet for boys and girls when they need it. This condition may, however, be a product not of co-education but of the lighter disciplinary control that is practised in many co-educational schools. The children are less suppressed and seem to have much more energy. This ebullient energy is not as a rule directed destructively, but it nevertheless sets us a problem. It is a reassuring fact that this is, in my experience, accompanied by a high standard of physical health and resistance to epidemics.

Relationships in the early teens follow the usual pattern, the boys and girls tending to form gangs with their own sex, with a good deal of sparring and teasing between the boys' gang and the girls' gang. The girls pass more quickly out of this stage and become socially responsible sooner than the boys. They begin to take on duties and to think about the welfare of the school while the boys remain thoughtless, accepting what the school provides in a casual way and looking cheerfully uncomprehending when feelings of responsibility are appealed to. Boys do not seem to pass wholly out of this stage until they reach

the Sixth Form, and this, it seems to me, makes it important that a co-educational school should take its pupils right up to 18. This may seem an absurd request to those working in secondary modern schools, but possibly the problem is not so important in a day school as in a boarding school. In a boarding school, where every activity of children's life comes within the purview of the school, unless the boys are retained to an age where responsibility appears, there is a tendency for a matriarchal community to develop. The girls are concerned about conduct and try to shape the pattern of behaviour, while the boys treat them as they treat their mothers at home—getting out of doors into the backyard or street as quickly as possible. It should be noted that this is just what happens in a large mixed family. The eldest daughter tends to share her mother's responsibilities, while her brothers, even if they are older, keep as far as possible out of the way or off the premises. The pattern often continues into adult life—where the father, though he may like to appear lord of creation, in fact takes little responsibility within the home and smokes his pipe, reads the newspaper or goes fishing, leaving his wife to carry the burden of housework and discipline.

The problem is not to be solved by educating the sexes apart. Co-education not only makes one aware of the problem—but it also provides the means of dealing with it. In the Sixth Form, between the ages of 16 and 18, the social development of the boys can draw level with that of the girls and a most valuable working partnership be established. It is a partnership in which the difference between the sexes is apparent and the need for co-operation emphasized. Often one has seen the girl's passion for organization and efficiency moderated by the better perspective and grasp of principle shown by the boy—who, without the girl's insistence, would never have anything done in time.

To those who have worked for a long time in

“Soldier, Sailor”



Nancy Catford has designed these entirely new wooden screwing toys, each consisting of several parts which screw on to a stout thread 9" high. The component parts of each toy are identifiable by colours, but because they are also interchangeable children can build up other grotesque and amusing figures. These toys maintain the high quality associated with all E.S.A. "Two-to-Seven" products. Catalogues on request.

- T.213
- A. Screwing Soldier
- B. Screwing Sailor
- C. Screwing Policeman
- Each net 12s. 8d.
- plus P.T. 3/2
- Cash remittances
- should include postage
- 1 or 2 articles 1/-,
- 3 articles 1/6

Other new items: T.194.

A. Aeroplane Each net 12s. 0d.

B. Ship " " 8s. 9d.

C. Racing Car " " 8s. 9d.

Constructional Vehicles.

Purchase Tax extra 3s. 2d.

" " " 2s. 4d.

" " " 2s. 4d.

THE EDUCATIONAL SUPPLY ASSOCIATION LTD.

Esavian House, 181 High Holborn, London, W.C.1.

101 Wellington Street, Glasgow, C.2.

Tel. Holborn 9116

Tel. Central 2369



E/B 52A.

co-education there is nothing more absurd than the contention that it makes boys and girls alike. The differences are so startlingly apparent that it makes it imperative for us to give them conditions in which they can get to know each other, not in order to smooth out the differences, but to understand and accept them as facts. On the other hand, it must be emphasized that, certainly among white European peoples, there are exaggerated differences between the sexes that are undesirable and destructive and that are based upon a false concept of the nature of men. The worst manifestation is in what Suttie calls the 'taboo on tenderness'.¹ This taboo is built upon the supposition that feelings of tenderness are proper only to woman and that a real man should have no feminine component in his nature. When men do express tender feelings—as during courtship—it is regarded as a malady by which they have been attacked temporarily and which will pass when its objective—physical sexual fulfilment—is achieved. The political expression of the taboo on tenderness reached its culmination in Nazism, with its explicit condemnation of the

¹ Suttie: *Origins of Love and Hate*.

'softness' of Christianity. In boys' schools almost everywhere the taboo receives encouragement, and sadistic sentiments, applied either to personal or to political situations, are allowed to pass unexamined, because they seem manly.

Co-education can do something to moderate this evil, especially if within the community there are families in which the expression of tenderness and loving care is uninhibited, and fathers are seen sharing fully the responsibilities and delights of parenthood.

There is one curious anomaly to be admitted. One would expect co-educational schools to excel in the arts, for reasons associated with the above: the release and expression of feeling. Perhaps it can be claimed that they do in the graphic and dramatic arts and in music. But the leading co-educational schools have not, as far as I know, produced a single poet. Why?

Most people who have not thought in anything more than a casual way about co-education before will probably be affected by the popular idea that it provides unusual sexual opportunities of a specific but unnameable kind. I remember clearly how, when I was at a boys' day school, and we had regular fixtures with a certain co-educational boarding school (which incidentally had a strong rugby tradition) our team came back highly excited by the glimpse of girls mixing freely with boys in school. The absurd thing in this excitement was the fact that the boys in our team, being at a day school, had plenty of opportunities of consorting with girls in their leisure time, and used those opportunities freely. Their conversation about girls was largely in anatomical terms. One can only suppose that the reason for their excitement was the supposition that in a co-educational school their very narrow interest in sex could be indulged all day long instead of only in the evenings. How different are the facts!

In a co-educational boarding school the relations between a boy and a girl are set within the school community. Both persons are known to the adults, who can therefore advise and control. The relations between boys and girls from single-sex schools are very often clandestine and furtive, so that most parents and teachers simply do not know what their young people are doing. Investigations in Continental cities, reported by Allendy and Lobstein in their book *Sex Problems in School*, show that very many young people have experienced complete sexual intercourse before

leaving day schools. There are probably no corresponding data for British schools, but although the proportion would be certainly less it would be sufficient to startle most people. In the single-sex day school, or the boys' public school, this problem can be evaded. The authorities can, if they wish, shut their eyes to what happens out of school hours or during the holidays, and even if they keep their eyes wide open they will not see much. In the co-educational boarding schools the authorities are fully responsible for everything in the conduct of their pupils and may even be expected to bear the responsibility for the standard of behaviour of any of their pupils who meet during holidays. They have to maintain, therefore, a higher standard of responsibility in relation to their pupils' attitude to sex matters. Serious irresponsibility, such as might leave a single-sex day school unaffected, would ruin a co-educational boarding school. This is true in a smaller measure of the co-educational day school. The opportunities for guidance and control will be less, but the school knows that nevertheless it will be held responsible in a stricter sense than will be a single-sex school for what happens.

(I should add that when I refer to the relatively high standard of responsibility taken by the co-educational schools, I am referring to Britain only. The situation in the States is profoundly altered by the difference in social culture in certain strata of American life, which can be understood from Margaret Mead's writings.)

The responsibility that co-educational schools have to accept should recommend them to parents, but it should not be supposed that there is anything in co-education that automatically solves the major problems of sex. Many of the lesser problems are solved, but the sex impulses are still there awaiting fulfilment and they have always to be reckoned with. Fear drives some schools into an attempt to create a 'high moral tone' which nearly always involves a persistent distrust of the children. Such attempts will associate sex with fear and guilt in the minds of the children—an injury to their growth as persons, and a wretched preparation for marriage. To give any adequate idea of how a co-educational school should deal with the sex problem would require the space of another article, and more. Putting it very briefly, it requires a direct personal relationship between pupil and teacher in which there is as little fear as possible, so that sex

matters can be discussed without embarrassment and in perfectly clear language. It requires a high degree of awareness on the part of at least some of the staff of the attractions that develop between pupils. A general feeling of confidence must be created in which the boys and girls do not mind the adult knowing about them. The adult's attitude to sex must be such that he or she can help young people to limit the expression of sex feeling without making them feel that the impulses should be regarded as in any way shameful. The understanding of sex on the part of the pupil himself is part of his development in personal and social responsibility; he must eventually come to recognize that of all human impulses the sex impulse can be the most creative or the most destructive, both in the relationship between two people and in society as a whole. Many pupils, however, will not possess the intellectual capacity to hold this clearly in their minds, and more important, therefore, is the sort of objective sensitiveness, which should be de-

veloped in any family or community, that restrains destructive action without the need for a logical process of reasoning to intervene. Our attempt to develop this brings us right up against the wide individual differences between our pupils, depending on their earlier school and home experience. Whatever level of society they come from, there will be many whose sensitiveness in personal matters has been injured and whose attitudes to sex have been coarsened.

Whatever our system of education, we have to recognize that the system itself, the group instruction and general attitudes sought, will not always meet the individual need or heal the injuries of earlier days. But what I think may be reasonably claimed is that a group in which both sexes are fully represented is the one more likely to produce healing conditions. If it has failures, it must be remembered that no system of education can be expected to undo all the evil that is being done all the time to children by corrupt influences in society.

PRESENTATION, CONTENT AND CO-EDUCATION¹

I—ENGLISH

Spoken English

WITHOUT some mastery of the English language, a man or woman can hardly fit into an English-speaking society. In any school, therefore, 'Spoken English' is vitally important. I cannot speak with authority on the Grammar School, but in the Modern School I regard 'Spoken English' as the most important part of the curriculum. Moreover, the society for which our children are being trained is a society of men and women. If, then, a child who has left school is unable to converse freely and happily in such a society, his education has in some degree failed; in particular, his training in English is a poor and inadequate thing. I am convinced that, in Spoken English in particular, it is vital that boys and girls should be together, discussing together, debating together, and sharing points of view divergent not only because of individual characteristics, but also because of sex differences.

The Hadow Report took the opposite view. It stated: 'We consider it important that, wherever possible, separate new post-primary schools should be provided for boys and girls respectively . . . It is hardly necessary to point out that such arrangements are especially desirable in schools consisting of pupils who are passing through the early years of adolescence.' I regard this as a weak point in an admirable report, for no evidence is advanced for such an opinion.

A final note on my conviction that co-education is essential in Spoken English lessons: there are the questions of good manners and good speech. Good manners are a social necessity, in which our modern society is deficient. Boys and men are the worst offenders, possibly because more positive courtesy is demanded of them. Quite apart from the general discipline of a co-educational school, which demands courtesy between the sexes, there is, in my opinion, a marked influence upon the boys by their more gracious sisters. This constant contrast between boy and girl in their spoken dealings with adults is an aid.

¹ If boys and girls need to learn the same things, but tend to approach them from a somewhat different angle, is their total grasp of a subject marred or enhanced by their learning it together? This question cannot be answered in a magazine article, but above three teachers contribute notes on their experience in the teaching of English, mathematics and foreign languages in co-educational schools of various kinds.—Ed.

IMAGO PUBLISHING CO. LTD.

PUBLISHERS OF

**SIGM. FREUD
GESAMMELTE
WERKE**

(18 Vols. in German)

**& OTHER PSYCHO-ANALYTIC
WORKS IN ENGLISH, FRENCH
& GERMAN**

Catalogue on application

IMAGO PUBLISHING CO. LTD.

10 NOTTINGHAM PLACE, W.1.

Perhaps girls are earlier aware of the need to take trouble about human relationships, so that their presence in a school aids in the development of gracious living. Do the girls lose some of their good manners by this contact? Perhaps, about the age of 13, but they appear to regain lost ground after a year or 18 months.

Finally, there is the influence of good speech. Generally speaking—and I know there are many exceptions—a woman's speech is better than a man's. This applies particularly in the Modern School. On the average the girls are better speakers and more facile readers; the boys, in their turn are inclined to be bolder and more graphic in their speech, giving stronger word pictures than the girls, who are more conventional and less adventurous than the boys.

Poetry

So far as the appreciation of poetry is concerned, there are a number of good teaching approaches, and many more bad ones. During the past year I have concentrated on two. First, I have used the writing of verse as an introduction to a poem on the same subject as that given to

the class, and secondly, I have allowed the class to choose a general subject, and have chosen the poems myself within that subject. It is the second method which I wish to discuss here. I found that the boys and girls in one class could not agree on a subject. We, therefore, chose two: adventure poems for the boys and animal poems for the girls. The subjects appeared alternate weeks. I found that the boys made a real effort to appreciate the girls' poems, and so did the girls when the boys' adventure poems appeared. In this instance, the poems chosen for the girls were of a type which would appeal to boys also, but the adventure poems would not have been likely to appear in an all-girls' class. This is, I think, an important example of the effective widening of experience in mixed classes.

In the writing of verse, it is difficult to generalize. When the children begin to produce truly original work this work is, I think, a projection of the personality of the child more than anything else except free expression in art. One would say, therefore, that it does not matter in the least whether a class is mixed or not. This is true, during the actual writing, but it is untrue afterwards. The poetry produced by the girls is most often in pastel shades, and that of the boys in strong strokes and bold colours. Each lacks something the other has to offer, and it is during the period of class criticism that this point is brought home. As constant verse-writing is reflected directly in the writing of prose composition, inasmuch as it helps children to use more telling, more beautiful, more vital phrases, it follows also that a mixed class should tend to produce a more balanced, satisfying prose than a class of one sex only.

Drama

For a Modern School, one of the most important parts, not only of English, but of teaching as a whole, is drama—in which I include the mime. I realize fully that Shakespeare and his contemporaries wrote female parts to be played by boys. I realize also that in any form in a boys' school there will be two or three boys who will make good girls in the school play. Even so, I am convinced that these parts are better played by girls—but that is a personal opinion—I cannot see how anyone can produce evidence about it. But is the school play the important part, or even an important part, of school drama? School drama

seems to me to be primarily a part of day-to-day teaching. Ninety per cent. of the children of a school will never take part in the yearly play, and will only see any one of them once. The important drama is that impromptu acting which summarizes a lesson, which brings a part of history, literature or scripture to life, and changes it for the children from a mere academic exercise to a moving, vital reality. If, in a boys' school, to quote an extreme example, Queen Elizabeth in a pair of baggy flannel pants steps over Raleigh's cloak, the result is not a reincarnation, but a farce. Goliath in a gym. slip is neither dignified nor credible. A teacher dealing with literature, narrative verse or history must be able to slip easily and imperceptibly into drama during a normal period, and if that teacher has only one sex in his class, he is automatically handicapped.

John Widdows

II—MATHEMATICS

AFTER the experience of some thirty-six years, teaching boys and girls together in the same class, I think that the difference between the sexes in mathematical *ability* is far less marked than is usually supposed; neither have I found girls markedly less curious about the basic processes of mathematics than boys, though there is, of course, a great difference in the vocational usefulness of mathematics in the average boy and girl.

Let us examine the matter objectively and see if we can draw any conclusions. First let us discuss ability. Tests of mathematical ability are becoming standardized, and application to boys and girls of the same age, in the same class, subjected to the same teaching methods, brings out some interesting facts. One conclusion is that the *average* ability of girls and boys is surprisingly level; in terms of statistical measurement the median for boys is very little above that for girls.

But when we come to examine the spread of ability it is quite a different story. The boys will be found widely dispersed, the girls grouped more closely round the norm of ability. At the top of the class you will be likely to find two or three exceptionally bright boys; but, to compensate, the exceptionally dull members of the class are also likely to be boys.

What are we, as teachers, to deduce from these findings? Well, we shall not put before our

pupils two kinds of mathematics, one easy for the girls and another difficult for the boys. But we *shall* recognize a great range of ability, and if we arrange our curriculum and our daily sets of exercises to meet simultaneously the needs of quick-moving brains and slow plodders, we shall *ipso facto* be solving the problem of what is suitable for boys and what for girls. It is not a sex problem at all. It is a problem in variety of intelligence. If we have devised teaching methods sufficiently elastic to cope with the great intellectual variety to be found between boy and boy, we shall find the girls are adequately provided for, and we need not worry about a special diet of 'girls' mathematics'.

What has been said relates to an age range of ten to sixteen, and to an I.Q. range of 80 to 160. After about sixteen the brighter boys generally go ahead faster than the girls. The spread of ability, which was shown to favour the boys in the higher ranges, now makes itself felt still more emphatically as the teen-ager grows older. More boys than girls with high I.Q.'s proceed to further study of mathematics at the university. This bias in favour of the males after sixteen or so must not lead us to suppose that it is equally pronounced before that age, or that it is characteristic of boys and girls (or men and women) in the great mass.

When we turn to *interest* we find it is stimulated by two motives: natural curiosity and concern with utility values. Natural curiosity in mathematics means delight in number for its own sake, and a tendency to notice the sizes and shapes of things. Handling numbers, playing about with them, working mechanical sums, and manipulating symbols in mathematics I have found to be as attractive to girls as to boys.

But when it comes to the utility motive there is great difference in its effect as a spur to interest. As soon as the question, 'What is it all for?' begins to be asked, the answer for boys is very different from that for girls. Obviously the whole question of career (real or imaginary) comes in.

There is no room here for discussion of detail. The most we can say is a warning against foregone conclusions. You might suppose, for example, that in a co-educational class studying the design and furnishing of a house the girls would go for the domestic and kitchen aspects of the problem, the boys for the architectural and

constructional features. It does not necessarily work out that way. You might think, too, that practical surveying, and problems connected with trigonometry had little appeal for girls. You would be wrong. On the other hand, engineering problems *do* seem essentially fitted for boys, dietetics and the arithmetic of housekeeping for girls.

Basil L. Gimson, B.Sc.
(late Head of Mathematics Department,
Bedales School)

III—MODERN LANGUAGES

A RICH environment is probably more essential in the study of a language, whether one's own or another, than in any other field of intellectual activity. Language is a means of communication, and requires learning-conditions as rich, as varied and as stimulative as possible. Co-education would seem therefore to provide better opportunity for successful language work than single-sex schooling.

The main argument advanced against co-educational language work is the alleged difference between boys and girls in linguistic ability. The evidence for this difference is by no means conclusive. Watts¹ says: 'It is generally agreed that girls as a rule begin to talk before boys, and that they maintain this superiority for some time afterwards. It is probable that they continue to excel in fluency and use of idiom after they grow up . . .' And Burt's tests would appear to point the same way², though both seem to agree that the scatter of ability is greater in boys than in girls. More recent investigations, however, by C. M. Fleming and others, suggest that the difference, if any, is less than has been believed.

If a difference between the sexes in linguistic ability really exists does it obtain also in the field of foreign language learning? Here the situation is more obscure, since little investigation appears to have been done on the correlation between verbal capacity in one's own language and the ability to learn foreign languages. Most people assume that these are closely linked, but practical experience does not always bear this out. It is possible that ability in foreign languages is not

so closely dependent on 'v' as is generally maintained. Many other factors enter in: aural sensitivity, dramatic and imitative capacity, temperament and interest, social pressures. Much more investigation into the processes of foreign language learning is needed.

Even supposing that a real difference in ability exists, does it demand a differentiation in treatment of the sexes in language teaching? More probably it requires that boys and girls should work together at all ages: so that the fluent may encourage the tongue-tied: so that shyness with the opposite sex may be worked through at puberty, or when it arises, and before it has hardened into real difficulty; and so that natural differences in tastes and interests may prove a fruitful stimulation to thought and expression on both sides. Some teachers feel that the different tastes and interests of boys and girls call for differential treatment, but it is likely that minor adjustment in material or emphasis is quite sufficient to meet this situation.

I recently invited opinions on these questions, by means of a questionnaire, from twenty-five language teachers who have had experience in teaching both boys and girls. Their answers predominantly indicate a belief that no differentiation is needed between boys and girls in language teaching, and a large majority was in favour of teaching boys and girls together.

The Consultative Committee of the Board of Education on 'Differentiation of the Curricula between the Sexes' (1923) also, while accepting the belief in a higher general average of girls' attainment, especially in oral work, maintained that 'No differentiation as to treatment seems desirable or possible.'

None of the findings so far seem to take sufficiently into account the social basis for apparent differences in linguistic ability, especially in the adolescent boy and girl. Over many years' experience as oral examiner in School Certificate examinations I have repeatedly been impressed by the superiority in oral work of girls: a superiority not necessarily based on innate ability, but due to a large extent, so it seems, to differences in training, in teaching methods, and above all in social expectation. In our English culture far greater social pressure is brought to bear on the girl than upon the boy in the development of facility in speech, of articulateness, and of social grace. The tradition in our boys' schools

¹ A. F. Watts. *Language and Mental Development of Children*. Harrap, 1946.

² Burt. *Mental and Scholastic Tests*. 1947. Tables xxxix to lxii.

that it is 'sissy' to speak a foreign language with a foreign accent, or to be fluently articulate in our own language, is still not quite dead. And it is still permissible for a boy to remain a boor long after girls of the same age have acquired a social sense. This is not necessarily true for other countries: in France, boys as well as girls are expected to learn skill in the art of conversation ;

and in America, social charm is an important part of the boy's self-training.

This social aspect of language would appear to constitute a strong argument for educating boys and girls together, thus giving to both a two-sided social training and fuller opportunity for development of their linguistic abilities.

Beryl Biggs

EDITORIAL POSTSCRIPT

This number of *The New Era* does not pretend to deal with every aspect of Co-education. The issues involved could be discussed at much greater length and still not be fully stated. Nevertheless, the Education Committee of the English Section, which is responsible for the compilation of this number, believes that the subjects of the preceding articles needed to be re-discussed, if only to provoke further thought, and further enquiry. Clearly, there is need of both.

Controversy over co-education is not confined to England ; nor is the lack of scientific information about its effects. Russia is turning again towards it. It is favoured in the United States, and in many parts of the dominions. It is common in Scotland. In Germany, many of the Länder, as part of their School Reform, have made it compulsory. Nowhere is there any clear indication that policy is based on anything but sentiment or administrative economy.

Three points should be made here. The first is that the suitability of co-education for English boys and girls can properly be judged only in the English context. Secondly, this number of *The New Era* is not to be taken as advocating that all schools should become co-educational. There is need for child and parent to have a choice, at least in secondary education. Thirdly, to the contributors to this number co-education means the educating of boys and girls together, mentally, socially and emotionally, without segregation, save in such matters as games and physical education. It means freedom to mix or to separate in voluntary activities, and it means an equal opportunity for boys and girls to accept responsibility in school.

Correspondence from readers will be welcomed both by the Editor and by the Committee, especially correspondence that reveals new evidence, new research, or fresh investigation. It is hoped that sufficient new material may come in for a further number on co-education, including a reasoned case against it.

J. B. A.

Book Reviews

The Year Book of Education, 1950 (Evans Bros. 63/-).

The Year Book of Education is too well known to need a description of its general purpose. The 1950 volume has the usual distinguished Editorial Board, and contains the many contributions from independent experts in countries all over the world which readers of the previous post-war volumes have been led to expect. One need hardly say that it is an indispensable reference book, and one of the few important ones that deal with the comparative and sociological aspects of education.

The theme this year is the relationship of education to occupation. A person's work is one of the most important influences on his personality and happiness. What determines the kind of job a young person will obtain, and what part does school and college education play in this process? This is the general question which is asked, and it leads to enquiries into occupational trends, social structure, the extent of social and occupational mobility, and mechanisms of selection and guidance.

The traditional determinants of future occupation have been birth and family status, which along with family income are the usual bases of social class as well as of occupational distinction. In the days of unrestricted private enterprise and expanding capitalism it was often possible to move upwards in the social and occupational scale without much education. Industrialism in any case increases social mobility, but in modern societies of the West a prolonged education is now almost essential for getting on in life. Thus ability to get a good education comes to be of the highest value. The *Year Book* shows these to be general trends common to many countries. The interest of its analysis lies in the different weight which is attached in the different countries to the various factors of geography, social class, family influence, economic change, access to education, methods of selection, and so on. All the factors can in certain circumstances be barriers to occupational mobility, or barriers to the opening of careers to children of ability.

Section I contains studies of a general nature. Since access to education is becoming more and more based on ability, the problem of selection, which implies the assessment of ability, is of primary importance. Intelligence testing has been widely used as a means of selection, and naturally has its critics. Hence the value of the article by Sir Cyril Burt

and Professor E. A. Peel, who between them make a very adequate defence of the theory and processes of mental measurement. A study of the relative influences of heredity and environment by Dr. Waterhouse is excellent, but, although indirectly relevant, might be thought a little unnecessary in this volume.

Section II refers to the British Isles. All these chapters are good, although the first gives no more than can be learned from reading a few official reports. The most profound chapter in this Section is by Professor A. V. Judges on 'Education in a Changing Society'. He gets behind the facts and gives an interpretation in terms of social dynamics, though he may to some seem too hopeful about the power of education to take the lead in introducing social change. The most startling chapter is that by Dr. Hans who appears to show that a large proportion of eminent people in England, namely about 66 per cent., were educated at only sixty schools represented at the Headmasters' Conference. Almost as high a percentage came from the Universities of Oxford or Cambridge. This proportion has remained stationary since the eighteenth century. Although the social origin of these old alumni has no doubt changed, there is not as much difference over the centuries as might be hoped by the ardent equalitarian, who can take comfort only by expressing some doubt as to the adequacy of Dr. Hans's method of sampling. His eminent persons are only 2,500, born during a period of over fifty years, and selected from the *Authors' Who's Who*.

However it is clear from most of the articles that social class status still limits very considerably the choice of education, and that occupation is determined by class selection operating through the school system. Reference should here be made to the final Section of the book which contains the first attempt at a comparative study of the social origin of students in the Universities of nine different countries. Of these only in Great Britain, the U.S.A. and presumably in the U.S.S.R. (though figures here are doubtful) is there a high percentage (37 per cent. to 50 per cent.) of students drawn from the working-class population. The Governments of these countries have achieved these results by steady policies of mass subsidies to poorer students. The same policy is now operating in Czechoslovakia and France, among other countries, but has not yet shown a statistical result. It is apparent from the statistics given, and other references, that most countries in Western Europe are still

very much attached to the old tradition of a classical and literary education as an essential preparation for the University. Such countries also seem to be the most backward in democratizing their education. At this point it should be stated that the Editors freely admit the limited value of their statistics and admit to serious gaps in the data in many places. This is inevitable in the present stage of sociological research, but the evidence given throughout the volume, if not always entirely convincing, is at least circumstantial, and points in the direction claimed for it.

Section III concerns the U.S.A. and the Dominions. The U.S.A. is a class-structured society like our own, with only relatively high social mobility. This wealthy country has its black spots, and the careful and systematic statement by Robert Havighurst is in line with the excellent book on this topic, *Who Shall be Educated?* in which he collaborated. Australia and New Zealand have a high degree of social equality and little difference in prestige between schools, but education still remains the principal social elevator. In Canada geographical position is a large factor, and private schools still give a vocational advantage. In South Africa educational and vocational opportunities are not bad for the white. In India the aim is equal opportunity in education, but the poverty, the economic stagnation, the over-balance of agriculture, and the caste system, provide notable obstacles.

Section IV refers to Continental Europe. Roger Gal's short article on France is brilliant, and shows so clearly the dilemma of that country where great reforms are being effected despite the sharp distinction which still remains between primary and secondary education, a separation supported by the family tradition, group prejudice, and the stranglehold of the old classical studies which is much firmer than in England. There are two chapters on Belgium. The second, by S. De Coster, is a well-documented example of the effect of population changes, in this case a decline, on the educational provision of the country. Czechoslovakia provides an interesting sociological case-history, since six different forms of government in fifty years have led to six different educational systems. The present system is, 'in regard to universality, effectiveness and democratic equality . . . unique in the world to-day' according to Professor Prihoda. Section V is devoted to Japan, the one Far Eastern country from which information could be obtained.

The total effect of the whole volume was to make this reviewer realize that the struggle for equality of access to education has only just begun, and further that it raises social problems which are not yet clearly foreseen. Much of the battle remains to be fought on the political field, but its justification is the responsibility of an adequate social philosophy. The facts show that there is at present a vast wastage of human resources and mental potentiality. But there is another question: human resources for what? Presumably we are short of atomic physicists and electronic engineers. Let us educate some more by all means. But let us also devote some human resources to considering the human problem itself—also in part a technical question—for it is the 'know-how' of living together in peace.

A. K. C. Ottaway

A Handbook of Social Studies:

*Joan Dray and David Jordan
(Methuen 7/6)*

This stimulating handbook with its wealth of practical suggestions by two well-known educationists will be welcomed by the many teachers in secondary schools and county colleges (Scottish 'junior colleges'), who, though already convinced of the soundness of the Social Studies approach to the curriculum, are still seeking advice about the content and methods of presentation of a Social Studies course. Even the convinced subject specialist will not read this book without profit. Doubtless many teachers will turn most eagerly to that part of the book which gives valuable practical advice. Our authors, however, have not taken it for granted that the majority of teachers at the post-primary stage are convinced of the need for Social Studies in our schools to-day, and in their opening chapters they set out the educational, psychological and sociological reasons for this new approach, the scope of the field of social studies, the purpose of such a course and what it implies for the teacher. By 'Social Studies' they do not mean an extra to be tacked on at the top of the school, or imparting a social bias to the existing subjects of the school curriculum. For them it means 'social education in direct terms' through individual and group study of man himself and of man in relation to the ever-widening circles of his social environment, from home and school, work and club to the nation or union or bloc, and finally to the world itself.

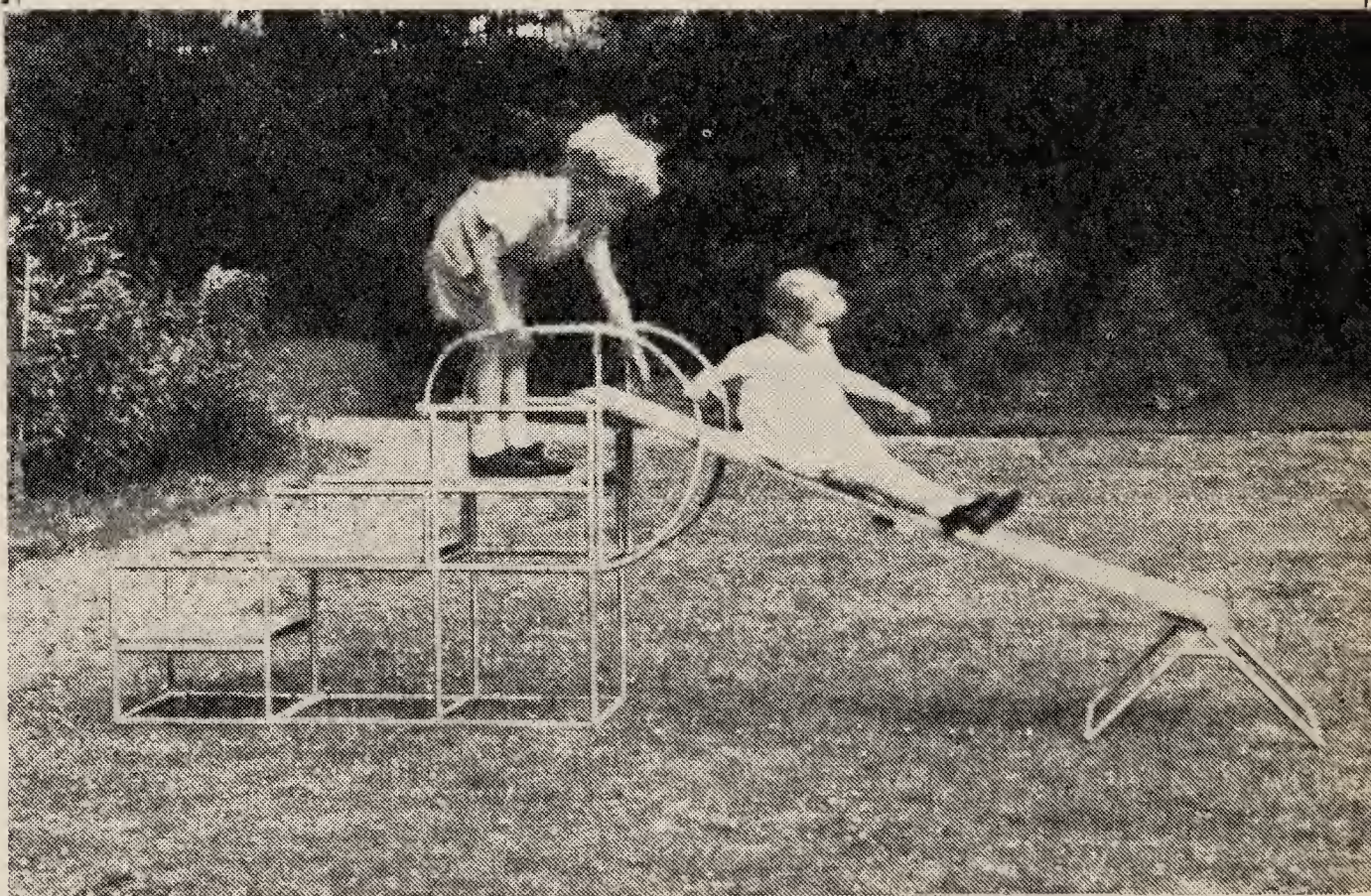
There are times in their argument when the reader may wish that they had amplified some of their statements, for example: 'We have to educate for change rather than stability, for group effort rather than isolated action, for

the perception of relationships rather than the acceptance of a creed.' Yes, we may reply, but can our secondary modern schools and our county colleges take their C. D. and E pupils, whose intellectual limitations imply a limited ability to perceive relationships, sufficiently far along the road towards the perception of those relationships which will make our highly complex, technological age meaningful for them? There is obviously a large field for research into the problem of how far children of different mental abilities are capable of perceiving the relationships between man and the wider circles of his social environment. How much, for instance, of the field of Social Studies outlined at the end of

this book can be undertaken with children of different mental abilities in the secondary modern school or the county college?

To raise these questions is not to detract from the value of this book. That it stimulates much reflection is another of its virtues. There can be no doubt that its authors are working on sound pedagogic lines. And, moreover, their suggestions on Method, Class Organization and the Field of Studies, which make up more than half the book, are based on their personal experience of working with factory workers of 14+ in a day continuation school and of the work of their students in secondary modern schools. In the chapter on 'Method in

CUBICON NURSERY SLIDE



One of the many pieces of agility apparatus
that can be built from Cubicon components

Cost £13 10s. 0d. delivered

(NO PURCHASE TAX)

CUBICON

LIMITED

14 RICHMOND BRIDGE MANSIONS

EAST TWICKENHAM

MIDDLESEX

Please give us full particulars of your requirements when writing to us

the Class-Period' they outline the steps in the study of one particular topic, 'Food', from the starting point in the pupil's own experience through the various stages of group activity to the final discussion and presentation of the findings. I particularly commend this chapter to the reader, together with the chapter on organization in the class-room, which considers the arrangement of desks, furniture and fittings and the use of visual aids, and the following chapter which is full of hints on the uses of diagrammatic method: layout, colouring, symbols and the pictorial and graphical presentation of statistics. The final thirty pages are devoted to an outline of a Social Studies course. Not only does this give the framework of the course, it also suggests questions to set the pupils thinking about each particular topic, and lists of books, selections from literature and films bearing on each aspect of the course.

Altogether, I congratulate the authors on producing both a most lucid statement of the case for Social Studies and a stimulating guide for the teacher. The reader may take it from a Scottish reviewer that, in these days of limited salaries, 7/6 will be well spent on the purchase of this book.

Alexander Laing

Personalities and Power in English Education John Leese (E. J. Arnold 17/6).

Ultimately, of course, any country will have the educational system it deserves, which is not necessarily the one it feels it would like to have. And any attempt to impose on a country a system alien to the general trend of public feeling in the matter is doomed to frustration. At the same time no real change in policy and outlook that a given people is ripe for can be made effective without the drive and vision of able minds, and, in this democratic age, of politicians. Thus, the real reformer, the man whose solid achievement stands for all time for others to build on, is but the far-sighted product of his age, the man who makes articulate the aspirations of the people and helps them to take the necessary forward step in what I will call here their evolutionary process.

Such a man lives a precarious, if exciting, life. At the very best he will become 'classic'—one thinks immediately of Arnold of Rugby, Thring of Uppingham, Sanderson of Oundle—or he will mellow and assume for educational historians the suave Matthew Arnold cloak of respectability. But in the majority of cases, alas, the drive of his personality and the power accruing bring him enemies, engender

political machinations which would make of him a puppet and too often bring him from his pedestal at the very moment he is snatching the fruits of his achievements. Kaye-Shuttleworth and Sir Robert Morant are typical examples.

It is pleasing therefore to find that Dr. Leese, in joining the ranks of the educational historians, has been careful to recognize the inevitability of the clash of power and personality and has sought most carefully to relate each of the giants whose achievements he records in biographical form to the political, economic, religious and social background of their times. For only in this way can educational history live, have meaning and a message.

What is still more exciting about this book is that Dr. Leese has clearly grasped that two themes run dominant through the whole of his period, and he has disciplined himself never to lose sight of their inter-relationship. In this way he traces for us the balance between central and local authority in education, the rise of the Inspectorate and the relative value of inspection and examination to test efficiency in the schools at the local level. True, this method of procedure turns in his book into a series of biographical studies of H.M.I's, but because he is happy in his period (1839-1933) in having three outstanding personalities to shape the course of events—Kaye-Shuttleworth, Robert Lowe and Sir Robert Morant—he is able to do full justice to the century and give the lie to the facile critic who will still too often assert: 'The English system of education? There is none!'

To sum up, this book is an outstanding contribution for a variety of reasons. It relates itself constantly to the social and political background; it traces with fair balance the rôle of the Inspectorate in its relationship between central and local authorities; and in so doing it traces patiently the evolution of our peculiarly English system of education as an outstanding triumph of sound democratic practice. A timely book which might in a few places have been better written.

Vernon Mallinson

Approach to Poetry: John F. Danby (Heinemann, 5/-).

This book is addressed to 'students and teachers of poetry'—people who obviously feel themselves obliged to know something about the stuff, irrespective of whether it illumines life for them or not.

Approach to Poetry could be put to base uses. Hundreds of children may now be asked to 'study' Ben Jonson's 'Have you seen but the white lily

grow?' because 'it has the further virtue . . . of lending itself to black-board tabulation' (pp. 34 and 35), and may go on to examine whiteness, softness and sweetness in terms of snow, swansdown, sight, touch, smell, etc.

And yet Mr. Danby, I have no doubt, does love poetry, not for its whiteness, softness and/or sweetness, but for its total impact on his way of experiencing. He quotes many lovely things and challenges our deeper feeling for them either to agreement or to disagreement with his own. And he knows a good deal about children, especially in the early stages of secondary education, and about how he has won them to share his love of poetry. Even those of his 'methods' which one dreads to see copied were probably safe enough in his own hands.

If all teachers of English in secondary modern and grammar schools would read this book in the first week of the summer holidays and forget it all before they get back to school. I have no doubt that many hundreds of children would find their English lessons immeasurably enriched.

M. P. W.

ERRATUM

We regret that, in Miss Boyce's review of the *Ready Readers Series* by James Hemming (Longmans Green & Co., Ltd.), published in the September-October *New Era*, we did not give the prices of the books. They are:—Series I, 6d. each; Series II, 6d. each; Series III, 1/- each.—ED.

★ **Semantography** by C. K. Bliss, B.Sc. Unpublished. 4 Volumes.
1. Synopsis. 2. Book I, *The Idea of Semantography*. 3. Book II, *The System of Semantography*. 4. Book III, *The Semantics of Semantography*.

★ We already use symbols to express some ideas universally—the pointing arrow to express direction, scientific symbols to explain what happens, say, in an electric circuit, and so forth. Semantography extends the method to include *all* ideas. The system breaks down the meanings exchanged in human communication into unit ideas, each represented by a symbol which is as self-explanatory and simple as possible. By using these symbols alone or in combination it is possible to convey ideas, information, directions, etc., by direct symbolic presentation. This outflanks the linguistic and grammatical obstacles to written inter-communication. Moreover, because Semantography deals all

Master the problem of Backwardness with

THE READY READERS

By JAMES HEMMING

The problem of backwardness is primarily a problem of motivation, and *The Ready Readers* have been designed on this basis.

The series emphasises two major principles of incentive. The first is to offer material for reading which, although appropriately easy in style and vocabulary, is neither childish nor condescending, but based on an adult approach. The second is that the backward reader needs persuasion before he will approach continuous prose.

The Ready Readers are therefore composed of three different series, starting with short stories told mainly by strip cartoons (6d. each), and progressing by way of slightly longer stories (6d. each), to continuous stories of from 12,000 to 15,000 words (1/- each).

★ Write for a prospectus of the series ★

HEAD TEACHERS are invited to write for a copy of the booklet *Ready Reading for Backward Readers*, which explains the purpose, ideas and experiments underlying the scheme.

LONGMANS, 6 and 7, Clifford Street, London, W.1

the time with fundamental meanings it induces its user to think clearly. Once one is dealing with fundamental meanings in language, the pleasant, deluding joy of high-sounding verbiage are not longer available as an alternative to honest thought.

Book reviews may be rated on a 5-point scale: A, Unconditional eulogy; B, Praising with faint damns; C, Neutral; D, Damning with faint praise; E, Unconditional damnation. If Mr. Bliss could have completely achieved his entirely praiseworthy aims, his books would have deserved an A. As I cannot in honesty refrain from a few faint damns the award must be a B.

This is a peculiar review to undertake because *Semantography* has not yet been published, and my impression is that Mr. Bliss is seeking to enlist support in what may be a difficult publishing venture. The faint damns I have to utter may be taken as hints on desirable modifications which would I believe facilitate the venture. As Mr. Bliss has provided nearly half a million words, typed and duplicated by his own hands, he may not thank me for suggesting still more work, but I feel compelled to recommend some drastic pruning if *Semantography* is to meet the success it deserves. Last

year I wrote a book of 300,000 words myself and decided it was unreadable. This year I cut it down to 50,000 words. So I am only preaching what I know is practicable. In our busy radio-saturated world only salacious novels and medical texts can be gargantuan and get away with it.

But before specifying the cuts let me indicate what *Semantography* is all about. The cover describes it as '100 symbol Elements to overcome Babel in reading, writing, and thought', and my first faint damn is that this is claiming to be a panacea and the world is mightily suspicious of panaceas. Language is an integral part of man's mental and social life. The war for the rationalization of mankind is not going to be won by an advance, however spectacular, on the linguistic front alone. Moreover that advance itself cannot take place in isolation, since the successful introduction of a world-language can be accomplished only through a sequence of political, commercial and educational activities. The work of a creative thinker like C. K. Bliss lays the foundation for these activities, but the first task is to persuade the builders that the foundation is sound. That means persuading irrational people to be rational. We are all irrational over large areas of our lives and such

rationalism as most of us achieve is through the logic of brute fact rather than persuasive argument. The logic of a language will be no more acceptable than the logic of a chemical theory unless supported by experimental evidence. Mr. Bliss is a trained chemist and will doubtless appreciate this point. *Semantography* gives the impression, like Stephen Leacock's elephant, of setting out across the desert in all directions at once. If he could persuade the Colonial Office to carry out a limited experiment with a number of illiterate peoples to show that *Semantography works*, the report on this experiment would carry more weight than all his brilliant arguments. It would also, if I am not mistaken, reveal certain remediable defects in the system itself.

Although *Semantography* may be called an international language it is not in the tradition of Volapuk, Esperanto, Inter-glossa and the like, though it has important principles in common with Inter-glossa, to which I shall revert presently. Its direct ancestor is the *Real Character* of Bishop Wilkins (born 1614), one of the founders of the Royal Society. 'An essay towards a Real Character and a Philosophical Language' is still obtainable in libraries and should be consulted by those who appreciate the

importance of studying the history of linguistic innovation. The references to Wilkins in Lancelot Hogben's *Dangerous Thoughts* and Frederick Bodmer's *Loom of Language* should also be consulted. Wilkins, like Bliss, found part of his inspiration in Chinese ideography. Unlike Bliss, and unlike the Chinese, he assigned phonetic value to his ideographic elements. This embodies an important principle which it would be out of place to discuss here. Suffice it to say that the Chinese whatever their oral dialect (which varies widely) can, if literate, all communicate through the same graphic system. This is likewise the essence of Semantography. It is not a speaking language. Unlike Chinese, in which there is a large ingredient of historical conventionality in the semantic functions of its ideographical elements, Semantography follows an explicit set of rules which are as rational as Mr. Bliss could make them. In this he follows Wilkins.

I have been trying hard to think how Semantography could be handled or modified to enable Mr. Bliss to have his cake and eat it. Wilkins, Hogben and Bliss all have this in common:—they all demand semantic sophistication in the users of their language. One has to be acquainted with an analytical framework to enable one to reduce one's verbal expressions to their semantic elements before they can be expressed in Real Character, Inter-glossa or Semantography. I was talking Inter-glossa to Hogben within two hours of having his manuscript in my hands, because his system fitted in with my own analytical habits of thought. I find Bliss using an analysis somewhat different, but not too remote. Hogben is a biologist. Bliss is a chemist. I started as a physicist and became a psychologist. These personal allusions are not irrelevant, for languages are used by *persons*, all having somewhat different backgrounds. Would an economist, a palaeographer, a sociologist, a meteorologist, feel as readily at home in the system? More pertinently would a barber, an hotel keeper, a postman or a farmer? The point is that if the system can be used only by those having the rationality which it is the very aim of the system to propagate there is a vicious circle. A more profound point is that 'rationality' itself is not a single absolute doctrine on which even the semantically sophisticated are all agreed. This was the very point on which Wilkin's system broke down. To quote Hogben, 'The truth is that it embodies all the essential defects which Aristotle's system of Nature borrowed from Plato.'

Now there are various inferences

VICTORIA INSTITUTE

A

Public Lecture

will be given in

**The York Room, Caxton Hall,
Westminster, S.W.1**

ON

**Wednesday, Nov. 29th
1950**

R. J. C. HARRIS, Esq.,
A.R.C.S., B.Sc., Ph.D.

**“Life—
Creation or Chance”**

Chairman : **PROF. JOHN KIRK,**
M.B., Ch.B., F.R.C.S.

The lecture will commence at **6 p.m.** and is
expected to last about an hour and a quarter.
Opportunity will be given for questions.

12 QUEEN ANNE'S GATE, S.W.1

which might be drawn from this. The most pessimistic is that since the rationality of yesterday is the superstition of to-day it is a futile enterprise to try to rationalize language. I think that the progress of Chemistry, to take a single example, refutes this pessimism. The symbolic system built up in the 19th century on an erroneous view of the nature of chemical elements proved sufficiently robust to be carried forward into the age of Nuclear Physics. This is a lesson to us all. But be careful how you apply the lesson. Chemical Symbolism worked because it was applied within a circumscribed range of phenomena. The same ideas applied outside that range, *e.g.* to mental processes, led to such abortions as the Associationist Psychology. The rules of cricket work well on a pitch 22 yards long but if played all over the countryside they would break down. Euclidean Geometry works within the framework of Euclid's axioms. In brief, 'rationality' means adherence to a fixed set of rules within a defined region. You may, if you like, take the whole universe as your defined region and may include metaphysical postulates in your rules, but never forget that you are playing a game whose pattern of scoring is a sketchy reflection of the real state of affairs.

And never forget that others may play equally 'rational' games in the same field. If you do forget this it were better to take out nationalization papers in a state with an official philosophy compulsory for all citizens.

I hope that these faint damns will be taken in the friendly spirit in which they are offered. And from these reflections on Semantography I am led to the following remarks:

1. The actual graphical symbolism offered by Mr. Bliss is the most ingenious and promising I have yet seen. The fact that an ordinary typewriter keyboard can be adapted to accommodate all his elements should make the system a winner, from the practical point of view, if it is ever adopted on any appreciable scale.

2. By abandoning any implicit claim to an absolute rationality, and by presenting the system as a linguistic game played according to *prescribed* rules (which may not seem arbitrary to Mr. Bliss but will certainly seem so to many readers) the long-winded text could be split into two much shorter sections, one on Semantic Theory, the other on Practical Semantographic Rules.

3. The Semantographic Rules should be combined with the presentation of the symbolism itself to form a Manual for the learner or rather a series of Manuals. Manual 1 should start with concrete situations of travel, trade and daily living in which the Semantic analysis is both simple and relatively non-controversial. Experiments with this among a number of widely different peoples actually suffering from difficulties of linguistic confusion would show whether *within defined limits* Semantography is a successful remedy for Babel. Later manuals dealing with the translation of more complex expressions involving medicine, psychology, politics, etc., would benefit by the experience gained in the use of the Manual 1.

4. The Semantic Theory should be presented in an independent volume, as a set of clearly stated principles, with such illustrations as have not already been well ventilated by Ogden, Richards, Bodmer, Hayakawa, Kozaybski, Stuart Chase, etc., not to mention Charles Peirce, Bertrand Russell, Neurath, Morris and Carnap. For this volume would be destined for the minority already thinking about these problems, for whom reiteration is no recommendation. Hogben made the tactical error of combining both types of exposition in a single Penguin volume, with sad results.

Mr. Bliss, whilst having assimilated the greater part of semantic thought of recent years, has a slant of his own

on many issues. A concise volume of theory would enable him to make his contribution with far greater prospect of sympathetic reception than is likely to be accorded to this half-million word bull-dozer, on which nevertheless I have spent many more hours than I could rationally spare in recent weeks, through sheer fascination. Semantography is such an important creative advance in language-design that the strategy of its presentation to the world merits as much care as the author has devoted to the system itself.

G. Patrick Meredith,
Professor of Psychology,
Leeds University

EDITORIAL NOTE

Mrs. E. W. Adams, whose letter readers may remember in the September-October number, has written to us

again on *The Meaning and Marking of Imaginative Composition* (New Era, July-August, 1950). She writes as follows: 'Surely it is by the honest expression of whatever he genuinely thinks or feels that a child (or for that matter an adult) is enabled to move forward in sincerity to deeper thought and feeling? What I am pleading for is that in imaginative composition children should be encouraged to express *themselves* rather than to aim at something that will get a good mark from the teacher. The fundamental aim of education is surely to produce mature human beings, and my point is that the honest expression of thought and feeling is for most people a necessary means of growth. One can visualize it as something like climbing a flight of steps—having achieved a sincere expression of thought and feeling at one level, it is

possible to take the next step forward; without that expression there is a tendency to stick always at the same level. Freedom of expression in scientific work is necessarily controlled by a reality external to the child himself. Freedom of expression in imaginative composition should be controlled by the reality of the child's own inner life, not by the teacher's views of what this inner life ought to be or what constitutes a good composition. My own view is that, *in the long run*, such an attitude to imaginative work will produce better writing, but its real justification is that, whether or not it produces better writing, it will help to produce better people, and it is with this latter aim that education should be primarily concerned. I very much hope that the question will receive more consideration and discussion.'—ED.

Directory of Schools

ABBOTSHOLME SCHOOL

DERBYSHIRE

(Postal Address: Nr. Rocester, Uttoxeter, Staffs.)

Chairman of Council:

FRANK SMITH, M.A., Ph.D.

Headmaster:

C. ARTHUR HUMPHREY, M.A.
(OXON.)

For boys of 11 to 18, with
a Junior School Section
for boys of 9 to 11.

Scholarship and entrance tests for September 1951, take place at the School at the end of March. Further particulars may be obtained from the Headmaster's Secretary.

DARTINGTON HALL TOTNES

DEVON

Headmaster: W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools.

Fees: £180-£210 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

ST. CHRISTOPHER SCHOOL LETCWORTH

is an educational community of some 375 boys, girls and adults. The five school houses provide living and teaching accommodation for children from 6 to 18. It is situated on the edge of the Garden City, amidst rural surroundings and beautiful gardens. There is now a considerable waiting list, and early application is desirable for possible vacancies in 1951.

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½-18. Separate Junior School for those from 5-11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community.

Headmaster: H. B. JACKS, M.A. (Oxon.)

Directory of Schools—continued

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

KILQUHANITY HOUSE

CASTLE DOUGLAS

SCOTLAND

FOR BOYS AND GIRLS 3-18 YEARS

Established in 1940, Kilquhanity House frankly owes its inception to the work of A. S. Neill, who now considers it in the direct line of his own school and that of Homer Lane. It does not, however, cater for problem children. In practice there is an attempt to combine the traditional thoroughness of Scottish education with self-government for the pupils. Activity methods are used throughout, and the teaching staff is qualified to the standards demanded by the Scottish Education Department, which inspects the school. There is ample opportunity for practice in all the creative arts. A small mixed farm is a fundamental part—as distinct from an adjunct—of the school. The diet is on food reform lines, though children do not require to be vegetarian.

Fees : £150-£180 PER ANNUM

Headmaster : J. M. AITKENHEAD, M.A. (Hons.), Ed.B.

FRENSHAM HEIGHTS

FARNHAM, SURREY.

Headmaster : KENNETH KEAST, M.A.

Frensham Heights is a co-educational school containing at present 160 boarders and 40 day pupils equally divided as to sex and equally distributed in age from 8 to 18.

The school stands in a high position in 170 acres of ground. There is a separate Junior School for children from 8 to 11.

Fees : £180 per annum inclusive.

About three scholarships are offered annually.

For particulars apply Headmaster.

WENNINGTON SCHOOL

WETHERBY.

Founded 1940. Boys and Girls, 8—18.

A new type of Boarding School, well-organised and efficient without losing the family quality of life. Wholesome vigorous community providing a training in disciplined co-operation and practical social responsibility. Well balanced curriculum. Graduate teachers.

KENNETH C. BARNES, B.Sc.

SHERRARDSWOOD SCHOOL

Welwyn Garden City, Herts.

Headmaster : J. D. EASTWOOD, M.A. (Oxon.)

Progressive Co-education to University standard for 275 children aged 4-18 ; Boarders 11-18.

Modern methods combined with best elements in the traditional approach : co-operation fostered by means of competition between groups.

A few vacancies in second Boarding House opening in September, 1950. Boarding fees 55 gns. per term. *Prospectus on application to the Headmaster.*

LONG DENE CHIDDINGSTONE, EDENBRIDGE, KENT

Co-educational, 5 to 18. A group of 150 children and adults, creatively concerned with education, agriculture and the arts. Organic 200-acre farm. T.T. herd.

Directors :

J. C. GUINNESS, B.A. (Oxon.),

KARIS GUINNESS (Dalcroze), R. G. H. JOB, B.Sc. (Lond.).

PENDRAGON HALL

59 Bath Road, Reading, Berks.

A co-educational boarding and day school for children between 5 and 14 years of age. Original curriculum designed to foster individual growth and social responsibility.

Also TRAINING SCHOOL FOR MARGARET MORRIS MOVEMENT (Southern Centre)

The new Theatre is being built and there are vacancies for students (aged 14 or over) who wish to make a career of Margaret Morris Movement in its teaching, medical or stage aspects. Dennis March, B.A. Sylvia March, L.R.A.M. Claire Cassidy, M.M.M.

THE NEW ERA

IN HOME AND SCHOOL

EDUCATION IN GERMANY TO-DAY

Franz Hilker, Director of the Pädagogische Arbeitsstelle, Wiesbaden

WE shall not concern ourselves with the external difficulties facing education in Germany to-day, such as lack of space and materials, the increase in numbers due to the influx of refugees, and the effect of the war and its aftermath on the bodily and mental condition of our young people. These difficulties are common to all countries that have suffered from the war. But the peculiar situation in Germany is due to other factors.

In the first place we must remember that Germany is divided into two water-tight compartments, East and West, and that the Western half is furthermore divided into twelve states (Länder), each with its own parliament and government and its own school laws and educational policy. This latter division is not necessarily unfortunate. It existed in Germany before 1933, and has long been characteristic of education in Switzerland and the United States, and to a certain extent of education in England. It is a system that may lead to fruitful rivalry, particularly if the unity of the whole is secured by a single educational law. But there is a second problem that confronts German education.

Since 1933 Germany has been in a state of educational stagnation. Very many progressive educators were then dismissed and have since either been lost to education altogether or at least have been rendered inactive for twelve years. In 1933, too, free teaching methods were denounced and experimental schools closed or reorganized on authoritarian lines. The older teachers were forced to follow—at least ostensibly—the national-socialist line or lose their jobs, while the younger teachers grew up lacking any knowledge of modern activity methods or of the principles of free education. In the rest of the world, however, education continued to advance. In many places its progress was not even interrupted by the war. The English Education Act

of 1944 is a case in point. Even in the occupied territories, hard hit as they were, the reform movement was only temporally driven underground, ready to spring to life again directly after Liberation.

The end of the war freed Germany—as it did many other lands—from Nazi domination; but it gave Germans no immediate freedom to rebuild. They had to undergo a period of tutelage and supervision. In education this entailed the closing of all schools for at least six months, the dismissal of all teachers and finally the reorganization of the schools on the basis of regulations laid down by the Occupying Powers. This period of subordination soon changed into one of increasing independence, but we are still trying to end the stagnation due to the Nazi stranglehold and to regain contact with the progress made in other parts of the world. Thus the situation in Germany is a typically transitional one, as I shall seek to show in the paragraphs that follow.

I

First, there is the transition from external control to self-direction. In June, 1945, when, after twelve years' absence from the scholastic world, I was given the task of reorganizing education in a district in Hesse, I was responsible only to the American district officer. Within the general regulations of the Military Government, he left me completely free to secure what buildings I could, to appoint teachers and determine the curriculum. By 1st September, 1945, we had already opened all the primary schools, together with the lower classes of the secondary schools. In spite of lack of teachers and writing materials, absence of books, broken windows and totally inadequate furniture, this period of improvisation was one of the happiest for all keen educationists. Then came the appointment of district and state officials, the imposition of common principles and

methods, and the increasing subordination of the German administration to officials of the Occupying Power. Nevertheless, during 1945 and 1946, the Germans who had to replan the schools showed much initiative in the preparation of the needed reforms.

This was brought home to me when I accompanied an American Commission of ten which toured Hesse, Württemberg-Baden and Bavaria in the autumn of 1946; this commission afterwards issued a report, which formed the basis of Directive No. 54, issued by the Allied Control Commission on 25th June, 1947, a directive that contained the ten points that were to govern the reform of German education. These points called for equality of educational opportunity; compulsory attendance from six to fifteen years of age, and part-time education up to eighteen; the establishment of the common school at both the primary and secondary school stage, secondary education beginning at twelve and including different types of education; free education, including the free provision of all teaching materials; and University training for all teachers. These principles largely correspond to the demands made by German teachers before 1933, some of which were in process of being carried out under the Weimar regime, although they were mostly abandoned by the Nazis.

Whereas these regulations were embodied in a law by the Soviet Authorities in the East and were put into effect in much the same way in all the states of their Zone, in the West they were laid down only as principles to be followed, each state government being allowed to carry them out in the way it preferred. Commissions were therefore set up in the various states to study the problem and make proposals, some being expanded study-groups divided into specialist committees, and others including representatives of the state, of the teachers and of parents. Since 1948 a number of Education bills have been prepared on the basis of the reports of these commissions and have come before the State parliaments. Some fundamental questions—such as the relation of church and school, the rights of the parents and of the state—have already been decided and incorporated in the constitutions of Bavaria, Hesse, Württemberg-Baden, Württemberg-Hohenzollern and North Rhine-Westphalia. Hesse has made all education (including the University) and all teaching materials free.

The early adoption of such constitutions explains the passage of many laws that are either extremely difficult to carry out or cannot be reconciled with modern educational ideals. This is particularly true of those that lay down the rights of the state and of parents in the education of children. For in reality only the children themselves have any rights in the matter; it is they only that have a claim to education, since they are not yet fully developed individuals and are therefore dependent on the adult's help. It is the educator's duty to assist children to become free and responsible beings. This duty is shared in different ways by the family, by religious and professional groups and by political bodies, such as the state. The only right that educators have is to be allotted their appropriate place in the education of the child. The state, as co-ordinator of the other groups, has as its duty the provision of the means of education and a certain supervisory power over public educational measures. The school is the child's trustee and the trustee of all educators. This is the view embodied in the constitution of the German Federal Republic which declares that the whole school system stands under the supervision of the state.

The new school laws have dealt in the first place with the reorganization of the school system. The first to do so was greater Berlin, which passed an Education Bill on 13th November, 1947, that was given the force of law eight months later by the Allied Kommandatur (that is by all the four occupying Powers). It established an eight-year primary school¹ with slight specialization in the seventh and eighth years, and a four-year high school, divided into practical and academic branches. This was followed by laws passed by Schleswig-Holstein, and Bremen (both in March, 1948) establishing six years of primary school. On 25th October, 1949, Hamburg passed a law establishing a six-year primary school, followed by a six-year secondary school with three branches practical, technical and academic. In Hesse an education bill has existed in draft form for nearly two years now, but has not yet been passed by the Cabinet or laid before parliament. It also proposes to establish a six-year primary school, followed by a six-year secondary school divided into three branches. A bill is also being prepared, designed to transfer to the local authorities the immediate administration and

¹ Compulsory education starts at six years of age in Germany.—*Trs.*

supervision of the schools. This proposal breaks with the former principle of a highly centralized control of education, and shows a democratic tendency towards decentralization.

The work of planning has led to an increasing discussion of educational reform by the public and by political parties, which, while slowing down the passage of these reforms, has ensured that they shall express the will of the majority. As a result, too, of this continuous discussion, former prejudices and antagonisms are giving way to a more rational consideration and settlement of educational problems.

II

A second evolution is taking place—the transition from the differentiation of schools according to the class frequenting them, to an elastic form of the Common School. In discussions as to how to avoid the former class divisions, the accent has hitherto been laid on the number of years to be spent in the Common primary school. While a number of states have felt compelled to retain the former four-year primary school, others have already introduced the six-year primary school, like Hamburg, Bremen and Schleswig-Holstein, or, like Hesse, are proposing to do so. Berlin has established by law the eight-year primary school, slightly differentiated in the last two years. Advocates of the four-, six-, and eight-year primary school have unfortunately based their arguments on political rather than educational or psychological premises. It can be shown psychologically that no such determination of ability is possible at ten years of age as would justify the assignment of a child to a particular type of school. On the contrary the development of individual capacities and interests continues over a long period, lasting until the fourteenth or fifteenth year, being often conditioned as much by the child's environment as by his natural gifts. The school system should therefore be divided into three stages: The first, corresponding to childhood's needs, should have a fixed curriculum, while during the second (lasting from ten to fourteen or fifteen) there should be a common core with a gradually increasing number of possible activities around it, among which children should be allowed to choose. The third (lasting from fourteen or fifteen to eighteen or nineteen) might be organized in separate departments or in separate types of school.

THE RATIONALIST ANNUAL 1951

CONTENTS

- THE RATE OF EVOLUTION**
J. B. S. HALDANE
- WHERE STANDS PSYCHO-ANALYSIS TO-DAY?**
J. C. FLUGEL
- "THE MORASS OF MODERN BOURGEOIS PHILOSOPHY"**
ROBIN SKYNNER
- OF ANTS AND MEN**
AVRO MANHATTAN
- REASON AND THE GROWTH OF LAW**
LORD CHORLEY
- GROUND'S FOR DISBELIEF IN GOD**
ARCHIBALD ROBERTSON
- THE IMPACT OF FEAR ON ANIMAL BEHAVIOUR**
MAURICE BURTON
- THE GREAT DIVIDE**
A. GOWANS WHYTE
- PSYCHOLOGY AND SEMANTICS**
F. H. GEORGE
- A COBWEB FOR EDWARD GIBBON**
ROYSTON PIKE
- CAN WE BE RATIONAL IN HEALTH?**
Dr. D. STARK MURRAY

READY NOW

Paper cover, 2s. 6d. net ; cloth, 4s. 6d. net

THINKER'S LIBRARY

JUST PUBLISHED

LITERARY STYLE AND MUSIC

by Herbert Spencer

2s. 6d. net



SELECTED VOLUMES

Each 2s. 6d. net

CLEARER THINKING

A. E. MANDER

THE MIND IN THE MAKING

JAMES HARVEY ROBINSON

BACKGROUND TO MODERN THOUGHT

C. D. HARDIE

THE EARLIEST ENGLISHMAN

SIR ARTHUR SMITH WOODWARD

ASTRONOMY FOR BEGINNERS (illus.)

M. DAVIDSON, D.Sc. F.R.A.S.

THE SEARCH FOR HEALTH

Dr. D. STARK MURRAY

Each 3s. 6d. net. (coloured tops, superior binding)

EDUCATION: INTELLECTUAL, MORAL, AND PHYSICAL

HERBERT SPENCER

A SHORT HISTORY OF THE WORLD

H. G. WELLS

AN OUTLINE OF THE DEVELOPMENT OF SCIENCE (illus.)

MANSEL DAVIES

Send for complete list of 83 titles in print

C. A. Watts & Co. Ltd., 5 Johnson's Court,
Fleet Street, London, E.C.4

Such an organization according to age groups would put an end to the antiquated system of separate class schools as well as to the transitional form of common school with entry into a particular type of school at a definite age. Thus would be realized the ideal of the elastic Common School, which is already in existence in Switzerland and the United States and is being tried out in France; an ideal which is now gaining more and more adherents in Germany.

The transition to this system can naturally be made only step by step, and must first be tried out in different districts. Having for twenty years or more been an advocate of this type of reorganization, I started two experiments of this kind in Hesse in 1945, and both have been eminently successful. In Lower Saxony also similar experiments are being tried out. In order to carry this reform into rural districts, centrally situated schools will have to be established for groups of villages. In the east Zone a beginning in this direction was made in 1946 at the behest of the Occupying Power. In Western Germany the change will be much slower and will be brought about differently, since parliamentary sanction must be obtained, and the one-class village school is not considered in principle out-of-date so long as the number of pupils is small and the teacher is well acquainted with modern methods of individual and group work. Thus in Hesse it is proposed that the villages in one district should retain their present primary schools, taking children up to twelve years of age, after which all children should be given suitable transport facilities so that they can attend a Central School large enough to provide the varied education they require. This system will shortly be established in certain districts and is expected to spread rapidly.

This unified system demands a new type of training for teachers, who will need academic preparation, in whatever type of school they are due to teach. In spite of the fact that lack of teachers led at first to the prevalence of short emergency courses for teachers, in all states north of the Main, a return was made directly after the war to the University training of teachers for every type of school. The South German States are still, however, in the stage of transition between special Training Colleges and a training at the University. In North Rhine-Westphalia the training course lasts two years, while in

Berlin, Hamburg and Hesse it lasts three. It is significant that in February last a Committee, representative of students in training from all the States of Western Germany, except the Rhineland-Palatinate, demanded a three-year training course at the University for all teachers, basing this demand on their belief that only scientific study in conditions of full academic freedom would give future teachers the necessary sense of intellectual and social responsibility.

III

These external reforms demand a fundamental alteration in school life. The change-over from the 'instructional school' to the 'activity school', which began in Germany in the first years of this century and had made considerable progress by 1933, was reversed between 1933 and 1945 and must now be energetically carried one stage further. Class instruction, during which all pupils learn the same thing at the same time, must be largely replaced by individual and group work, so that individual abilities can be fostered without impoverishing work in common. Recent articles and books show the great interest taken by teachers in such new methods. Systematic instruction in them is being given in Refresher and Study Courses, and they are already in use in many schools, particularly rural ones. The real need is for teachers to be encouraged to experiment along these lines, and it should be one of the chief tasks of school inspectors,¹ if they are to deserve their name, to provide the necessary stimulus and freedom for such experiments to be made, while seeing that the school nevertheless continues to perform its necessary function.

For we must abandon the abstract division of the time-table into subjects, which is a survival of the old specialist methods of the nineteenth century, and fill the school with the life that throbs around it. The curriculum must become a plan of work, combining inter-related projects of a practical, technical and academic kind into a whole derived from practical experience. Here, too, a good beginning has been made in many places, so that if encouragement be given, the transition to this new type of education should soon be well on its way.

Lastly, we must no longer remain confined within the narrow bounds of home and nation

¹ The German word 'Schulräte' means School Advisers.—*Trs.*

and must open our hearts and minds to a vision of the wider world around us.

The idea of the local environment,¹ which for many years formed a good starting point for fruitful work in German schools, has changed enormously in the last decades. The child's environment is no longer the purely local one of the community in which he lives, but includes objects, persons and events in the outside world, with which he is brought into contact, not only directly, but also by radio, film and newspaper. The frontiers that at one time divided our local communities from the great world outside them have now disappeared.

It is a sign of great educational progress for us Germans, shut off as we have been for twelve years from contact with the rest of the world, and since 1945 regarded largely with hostility and distrust, that the frontier posts are being removed and we are once more being able to move about in the world. In this respect the Controlling Powers have done an exceedingly good work during the last two or three years in making it possible for many young German students and teachers to go abroad for study and experience. All three Powers have sent Germans from their own Zone to study in their own country, as well as arranging for exchanges. Last year, from Hesse alone, 410 pupils, students and teachers went to the United States and spent from three to twelve months there at American expense. A group of 350 young people has just recently left for America and more will follow. These study- and exchange-visits are being extended and are no longer being confined to the Zones and countries of the Controlling Powers. Exchanges, for instance, are now being arranged between Hesse and France, and Hesse and England. As one cheering result of our Jugenheim Conference, an exchange of students is being arranged between the Training College at Jugenheim and an English Training College, while two youth-camps are being organised at Jugenheim on the model of the *Centres d'Entraînement aux méthodes d'Education Active*, outlined by M. Jean Roger.

I recently attended an international conference at Speyer, at which historians and history teachers discussed the teaching of history and the drafting of a series of agreed principles on which to base the writing of history books. So there are hopes

¹ In German 'Heimat' or 'home.'—*Trs.*

PSYCHOLOGICAL BOOKS

A large selection of new and standard books on Educational, Vocational and Child Psychology, Mental Tests, General Psychology, etc., always available.

SECOND-HAND BOOKS. A good selection at greatly reduced prices at 140 Gower Street, W.C.1.

LENDING LIBRARY. Medical and Scientific. Annual Subscription from ONE GUINEA.

PROSPECTUS POST FREE ON REQUEST.

LONDON

H. K. LEWIS & CO., LTD.

136 GOWER STREET, W.C.1

Telephone : EUSTON 4282

that we may achieve mutual understanding in this sphere also.

This revival of international co-operation in the educational sphere is particularly welcome to all who were active in this field before 1933. Here too there has come an end to the era of stagnation and a renewal of those vitalizing contacts with the rest of the world which were a feature of the education in the twenties.

But it is not only great economic, legal and organizational obstacles that stand in our way, but disappointment, fatigue and mistrust also dog our footsteps. Nevertheless, we shall not give up hope of realizing our new-old ideals of education. We are finding more open-mindedness than many expected among the older as well as the younger teachers. International meetings, such as the one held at Jugenheim, are of the greatest assistance to us in our attempt to move one stage further along the path of the new education.

[This paper was given by Dr. Hilker at the Jugenheim Conference (see *The New Era*, Sept.-Oct. 1950) and has been admirably translated for us by Mr. Wyatt Rawson. We publish it with particular pleasure not only for its contents, but because it brings members of the New Education Fellowship in many countries into touch with the mind and spirit of the President of the newly-revived German Section.—Ed.]

TACT IN THE CLASSROOM

William Walsh, Senior English Master, Raynes Park County Grammar School, Surrey

IF our atomized age has a universal characteristic it is that given it by the dominance of the sciences, in the field of education by the social sciences, and particularly by psychology. It is surprising, then, that science, with which we associate the empirical approach, should have produced in the world and in education, the cult of the abstract, of generalized concepts divorced from, and sometimes at odds with, the rich complexity of the concrete, and above all with the immeasurable intricacy of the personality. G. W. Allport¹ has written: 'The subject matter of psychology is particularly elusive, being almost altogether a matter of invisible processes and invisible causes. Subject matter so unfathomably complex needs more than the usual amount of concrete inspection before analysis and abstraction begin. Yet to the layman, the chief fault with psychological science seems to be its willingness to pile abstraction upon abstraction with little regard to the concrete personal life.' Nor is educational psychology any different in this respect. The result too often is that the young teacher approaches his class, a number of discrete and bewilderingly different personalities, with a set of categories, a handful of abstractions, more remarkable for rigidity of outline than richness of content, and is baffled and frustrated by its active unwillingness to be fitted in. The gleaming mackerel refuse to be netted. Of course, psychology has revolutionized education, but it will act with more discretion and greater effect when it devotes a closer scrutiny to the individual grain. Education, in the words of a great and enlightened teacher, 'is the communication not of process, but of life'.² Although it is enriched by science, it is not itself a science, but a creative art (and it may be added that to its rhythms educational theory bears the same relationship as prosody does to the life of the poem), the teacher not a scientist, but an artist; and a creative artist needs above all an intuitive comprehension of, an intense sympathy with, and a delicate skill in working, his material.

This is what teaching means for the Masters,

but the ambition of most of us would be satisfied were we competent journeymen. It is fitting, then, to translate the glowing term 'creative art' into the more modest one, 'tact'.

Tact, a sense of touch, implies a nice discernment of the amount of pressure needed to respond to a stimulus, or to provoke a response. It is a quality exhibited vividly in good conversation, and education is indeed a kind of conversation. It, too, is a reciprocal activity in which the teacher as well as the pupil is continually subject to the play of another's mind. In good conversation there must be someone who leads, who opens up, who contrives with subtlety the various shifts from point to point, and this surely is the teacher's function. To perform it he must combine a power of unobtrusive leadership, which does not crush any leads from the other side, with the ability to respond quickly and aptly to any fruitful suggestion. He needs the imagination to recognize, and the energy to follow up, the latent possibilities of the children's comments. These are not powers that can be developed in abstraction or through theorizing. They come through the constant first-hand experience and the imaginative understanding of personalities, and an appreciation of, and reverence for, the uniqueness of each. It is the fact of uniqueness which makes the quality of tact not only desirable, but essential. Any approach to children which treats them as disembodied intelligences, or pure memories, or simple emotions, or which lumps them together in any other abstract category, brutally maltreats the material. The teacher must be aware of the concrete totality of each personality, not in a cerebral and theoretical way, but with delicacy.

If the teacher preserves respect for personality in a depersonalized age, he must also maintain regard for the particular character of what he teaches. Every body of knowledge has a genius, an idiosyncratic character deriving from its growth and purpose which ought to be honoured no matter how much the concrete material is psychologically adjusted, as it should be, for the benefit of children; and this is so, even of the humble school 'subjects'. Even when, as in the Project, several disciplines combine (otherwise

¹ Allport, G. W. 'The Use of Personal Documents in Psychological Science'—New York, 1942, p. 143.

² Hamley, H. R. Spens Report. Appendix on Transfer on Training.

would they not be merely jumbled?) some larger end must be served; in this case perhaps it would be the special flavour and quality of the particular fact, topic, or event which is the theme. The creative activity of the child must be balanced with a certain submission to objective value. When this union is fractured, the former gives us, as it sometimes does to-day, a purposeless education, the second, as in the past, a passive education. We desire neither a pointless flurry of activity, nor a dreary, routine echoing. The tactful teacher mediating between the child and knowledge (understood in the widest sense as organized human experience and wisdom) will encourage creative activity, while acknowledging and supporting the authority of the subject.

Tact of this kind reveals itself in the classroom as rhythm, that is in the buoyant life of the lesson, in its varying intensities, its points of stress, its moments of relaxation, its minor hills and valleys, its crescendos and declensions. These minor movements contribute to the rhythm of the whole lesson, as the rhythms of the lines make up the larger rhythm of the poem. No general pattern can be laid down for the kind of rhythm meant here: to each class and each lesson there is an appropriate rhythm which springs from a complexity of factors operating only at that time and for those persons. The movements of life are organic and rhythmic; they are also insusceptible to the mechanical, external treatment of the prosodist. So in teaching. One cannot devise a theoretical pattern for the rhythm of a lesson apart from its precise context, but one knows when the reality of rhythm is there, as one knows when life is there. Everyone has had experience of lessons which will not 'go', of times when there is no movement, or only a few ugly, jerking reflexes; everyone has felt the movement of real rhythm, its smoothness, elegance and economy. The frequency of such moments of awareness is an index of the teacher's sense of rhythm, and his tact. Nor must one be deceived by that sort of hearty, muscular energy which muffles the deeper, more supple movement of rhythm. Real rhythm is vital but sensitive, unified but modulated, impelling but always relevant. It cannot be imposed, but rises from that living identity of mind, feeling and material, of subject and object, which it is the true aim of the teacher's tact to effect.

I have insisted on the relativity of tact, its

chameleon-like adaptation to environment, and the impossibility of unravelling it from its concrete context. It does not exist apart from its exercise; but the contingent, philosophers affirm, should imply the necessary, and tact, if it is not to be just the lackey of the moment, must be embedded in a more solid structure. Tact must be based on values. An adult, balanced, coherent pattern of values is of even greater importance to the teacher's equipment than psychological understanding or mastery of his theme. Values give worth, point directions, establish ends. They are imponderable, but immensely weighty. The peculiar tragedy of our time is the lack of rational agreement about values, and their retreat into the world of the private and subjective, so that one has painfully to construct for oneself what in other times has been the common property of all. But effort toward such construction is the very essence of maturing, and how can the teacher, however gentle, generous and sincere, guide others to the maturity which he does not himself strive after?

The impulse of the art of teaching is value; the means tact; the evidence rhythm.

New Stories for Young Readers

Roly's Dogs *Kitty Barne*

Author of *Visitors from London*, etc.

Another fascinating story of Thirza, heroine of *Bracken, My Dog*, now training the dog-characters for her Uncle Roly's dramatic dog-film. Illustrated by the famous animal artist, ALICE MOLONY. 8s. 6d. net

The Cave *Richard Church*

Author of *A Squirrel Called Rufus*

'Satisfying in every respect... the story is credible, exciting, and interesting. Older boys and those girls who like boys' books will find here a story worth the attention and concentration it demands.' *Junior Bookshelf*.

With 17 line drawings by CLARKE HUTTON.

8s. 6d. net

The Seventh Pig *Patricia Lynch*

Author of *The Turf-cutter's Donkey*, etc.

A collection of nineteen Irish fairy stories, and each one a delight, by the author who headed the list in a recent B.B.C. 'request week.'

With 30 pages of line drawings by J. SULLIVAN.

8s. 6d. net

Send for Free Illustrated Catalogue of Children's Books
J. M. DENT & SONS LTD., BEDFORD ST., LONDON, W.C.2

DENT

THE NEW EDUCATION FELLOWSHIP

A WORLD MOVEMENT (15,000 members) organized in self-governing National Sections
It seeks through right education to lay the foundations of a world community.

THE NEW EDUCATION FELLOWSHIP functions in Australia (six State Sections), Belgium, Colombia, Denmark, Egypt, England, France, India, Italy, Netherlands, New Zealand, N. Ireland, Pakistan, Republican Spain, Scotland, S. Rhodesia, Switzerland, Union of S. Africa and U.S.A.

THE FELLOWSHIP'S INTERNATIONAL HEADQUARTERS organizes conferences, initiates research and publishes books, monographs and an international magazine.

MEMBERSHIP is open to all interested. Anyone wishing to become a member of the Fellowship should join his or her National Section. Addresses of Secretaries of Sections will be gladly sent on application.

If in addition to National membership it is desired to give extra support to the Fellowship's international work, World Fellowships are available. For example, for £1 1s. sterling (or \$4.50) a year an individual can be attached to International Headquarters and receive *The New Era* monthly magazine and international news.

NEW EDUCATION BOOK CLUB—a service for all interested in a new approach to education. Books are posted direct to any part of the world. Prospectus on application. Subscription £1 sterling (\$4.50) for three books.

THE NEW ERA IN HOME AND SCHOOL is the international magazine of the Fellowship, and is published monthly. Subscription 12s. sterling (\$2.00) a year post free.

INTERNATIONAL HEADQUARTERS :

I PARK CRESCENT, LONDON, W.1, ENGLAND

FURTHER EXPERIMENTS IN INTERNATIONAL EDUCATION

by C. Gattegno, University of London Institute of Education

ABOUT two years ago, *The New Era* published our first account in English of our experiments in the field of international education. At that time we had the results of only some ten centres to report. Now that we have completed our thirtieth experiment there are more varied shades in our outlook and we have more experience to communicate.

This short account aims only at reporting progress, since a full description would exceed the limits of an article, and we have written much fuller accounts soon to be available in book form.

Each year has added new fields to those explored earlier. In 1949, for example, we experimented with new age groups and a wider range of national groups. In 1950 we added new professional groups to those studied earlier. Our work is now done within the International Training Institute (in French, the *Ecole Normale Internationale*), founded by a group of educationists from fourteen countries and now numbering over a hundred members from twenty-five countries, actively engaged in the work. The aim of the organization, as stated in its constitution, is: '... To discover and transmit techniques that will lead to a world consciousness', and the only condition for membership is readiness to work for this aim.

We have now passed beyond the purely experimental stage, although in all our centres experiments are carried out, many of a testing-out character. In this article we shall report on only four of the experiments of 1950, which will be repeated and multiplied in 1951.

I. At Easter we had a gathering at Royaumont in France of twenty-five teachers of French as a foreign language in England, Germany, Holland, Sweden and Switzerland. For a fortnight they were to study ways and means by which the time allotted to French in grammar schools could be used, not only to teach the language, but also to help towards a knowledge and love of France and the French people.

They were specialists, whose teaching experience ranged over many years. They went to Royaumont because the problem appealed to them. They readily accepted a programme that

was not devoted to teaching methods and was divided into two main sections: (a) the tools of teaching, and (b) the assembling of documentation.

They were asked to measure the value of each of their teaching tools from the point of view of our aim, and not from that of success in language teaching. They were to discuss the content of text-books, visual aids, the rôle of travel, exchanges, correspondence and so on. They were asked to envisage a text-book that would lead to better understanding, to discover means of making more lively material available for the classroom, and in the second part of the programme they were to select and obtain the necessary documents. We focussed our work on travel and international education during the whole of one day.

The technique of work was to form small international groups, in which each member would be able to give and receive factual information as to the procedure followed in the various countries, and the findings of the groups were co-ordinated by a small committee. A break of four days in Paris during the Easter holiday week-end was introduced as a means of acquiring first-hand information concerning French religious and social life.

The seminar was successful from the point of view of individual members. Each participant took back something that would illuminate and enrich his work and help him to tackle his task more vigorously. But it was also successful in our sense, in that it taught us what to do and what not to do in seminars of specialists lasting as long as this one.

The programme should not be as wide as in this case, nor so different from the habitual work of the specialist. We made the mistake of thinking that a vague interest in world-mindedness was equivalent to a desire to find ways of promoting it. All the participants were genuinely interested in the aims of the seminar, but they were much more interested in discovering what was done by other nations in the same field and in discussing their own methods. It seemed that most of them left Royaumont convinced that



COMMUNAL PLAY EQUIPMENT FOR NURSERY SCHOOLS

Our new Catalogue embracing an enlarged range of Toys and Nursery Furniture designed for use in Nurseries and Schools is now in process of distribution. If you have not received a copy let us have your name for our mailing list

**FLOOR DOMESTIC RECREATION EDUCATIONAL NURSERY
PLAY · PLAY · EQUIPMENT · TOYS · FURNITURE**

NURSERY EQUIPMENT (SALES) LTD.

1263 LONDON RD., NORBURY, LONDON, S.W.16

their method was the only one and that their outlook was fully justified on economic or political grounds. That was how it appeared, but there is no doubt that a fortnight's discussions with colleagues from other countries ventilated so many questions that solitary reflection, back home, must have introduced question marks in many minds. Some of the participants have confirmed this assumption.

The programmes we are submitting for four such seminars in 1951 in England, France, Germany and Spain will be much more modest, and will be based on the preoccupations of the participants. This is one important finding of the gathering at Royaumont, valuable for all those planning to bring together specialist teachers for a considerable period to consider questions other than teaching techniques.

II. Again at Easter we had a gathering of teachers of mathematics at Debden House near London. Thirteen British, Dutch, French, Indian and Swiss teachers met for a fortnight to study the relationship between the mathematics syllabus of secondary grammar schools and the psychology of the adolescent.

Three of the participants were also psychologists and two were authors of well-known mathematical films. The real work began after five days of discussion of method, each participant fighting for his own country's traditional content of the syllabus which seemed to him perfectly justified. No one who was not present at the keen and exhausting discussions (discussions so passionate as to dispel all preconceived ideas of the mathematician as a cool logician) would believe how much is needed to bridge the gaps of misunderstanding that divide even well-intentioned and intelligent people. Even days of twelve to fourteen hours of talk left no one satisfied, and most people slept only a few hours. Some left the seminar early, thoroughly exhausted.

This experience at Debden House showed that everything is possible. If mathematicians can gain as much as was gained there, for other groups the gain will be much surer and easier. For I maintain, although I am one, that mathematicians present the most difficult problem. In the first place, they use logic all the time, and this exhausting tool is inadequate for so many questions. In the second place, they are more or less self-sufficient, and adopt the attitude that if people do not understand mathematics, since nothing is wrong with the subject there must be something wrong with them.

And yet they all came to Debden because they felt the need for help from the psychologists. In contrast to Royaumont, the first days were spent in personal contacts and discussion of questions of method, bringing clearly to the fore the main gap in understanding of the problems of teaching, i.e. knowledge of the adolescent.

It was not easy to pass from the intellectual plane to consideration of the whole individuality and the rôle of affectivity. The struggle was so terrific that at one moment the whole seminar seemed to be in danger. When the crisis passed, the positive phase made its appearance and

Debden House will, we are sure, be a milestone in the work of co-ordination of mathematics teaching and the true powers of the child.

It is worth noting that we talked of mathematics and the adolescent as two universal beings, and no one questioned whether such entities existed. There were Dutch, English, French and Swiss syllabuses, but there was only one mathematics and the adolescent. This was much more than we had dared to hope. Having agreed as to the terms and the problems, these specialists were spontaneously proving, by doing, that the human being is a reality, and that, through preconceived and unconscious channels, he is canalized into cultures that appear different once the finished product is there. Here, even as far as doing mathematics was concerned, there were no noticeable differences between creative mathematicians.

A reassuring experience worth extending. In 1951, at Easter, one more such seminar will be held by the I.T.I. in France.

III. Our third experiment was a gathering of bank employees at Marly-le-Roi near Paris. Twelve participants, instead of the forty-eight hoped for, arrived for the twelve-day experiment. It was for us the first attempt at testing our methods with members of a profession other than teaching, since two other experiments, one with a group of miners and one with post-office employees, had to be abandoned.

The participants, from England, France and Switzerland, had for the most part more than twenty years experience in banks. The English did not speak French and could understand it only with difficulty. The French could hardly be said to know English, but most of the Swiss knew French and some a fair amount of English. They were allowed to use their own language, so German, English and French were spoken, plus Swiss dialects. The programme was centred on the participants' interest in banking (presumed, but not assumed); visits to the Banque de France, the Hôtel de la Monnaie, a lecture by a Trade Union secretary, lectures on French





THE BOOKS OF THEIR CHOICE

Give







Book Tokens

Five new designs this year, obtainable at all good bookshops. Exchange values: 3s 6d. 5s. 7s 6d. 10s 6d. 12s 6d. 21s, plus 4d service fee for each card

AND FOR THE CHILDREN

Book Tallies

120 designs available. 7½d each, 7s 6d set of 12

economy and world finance. What is important is that the programme, based on the actual interest of the participants, of which we had only a vague idea before the gathering met, was discussed on the first day and agreed upon. It very soon became apparent that these people, whose whole experience tended to be somewhat too specialised, were anxious first and foremost to widen their horizon humanly rather than professionally. Their common background gave us a springboard from which to start, but we soon moved on from it. The most lively and impressive discussions were on equality between the sexes (pay, life, rights, type of work, etc.), the social significance of trade union action and the social awareness of the French trade union movement, the work of the I.T.I. and its adaptation to various professions.

During the course of this experiment, we were able to watch the blossoming of the affectivity of people who had been closed in on themselves by the nature of their work. We saw how the discovery of art and of aesthetic feeling takes place, and how a deep feeling of brotherhood is created through sharing experiences of admiration

and inspiration. Although at first everyone felt awkward in conditions very different from those to which they were accustomed, it took only two days to eliminate all friction and to light a flame which is still burning brightly and warmly, as can be seen from the reports and letters exchanged by the participants among themselves and with their leader.

The gain for everyone far surpassed our greatest expectations. For us, who know that those who came to Marley were in no way exceptional, the lessons learnt are of immense value. The education of adults who are engrossed by their function before they have fully developed their intellectual powers and their social possibilities is to be considered as a new adventure, as a renewal of life. It cannot be done within their profession, as we had assumed, but within the totality of what they have missed, the intellectual and social worlds,—not by means of lectures, but by openings, contacts with the larger issues, opportunities to discover things full of appeal and mystery. At every age the spontaneity of admiration and inspiration is the same, and they are two powerful levers with which little or nothing is done. I know that for our future centres, whether for workers in mines, factories, or any other trade or profession, though problems from their working life may have their place, we shall seek inspiration in the beauties of human achievement, in art and technology, in social organization and policy and in nature. True brotherhood does not arise from common interests but from a profound sharing of elevating emotions. When we are at our own best we are good, and have room in our hearts and minds for others. This was abundantly shewn at Marly by the small group of bank employees, all, like the rest of the world, overburdened by their anxieties, their prejudices and their inability to see by themselves the solution to problems apparently much greater than themselves.

We learned at Marly that, while a profession can be a useful framework for recruitment and for providing the outline of a programme that will give confidence to the participants, it is a mistake to consider any being as other than a conquering soul full of all the possibilities of good will and love. Five of those who were at Marly spontaneously offered to work for the I.T.I. and to organize better recruitment for such gatherings in their respective districts. One is

contemplating giving up a secretarial position in order to work as a social welfare officer of the bank.

IV. This summer we had the most difficult and perhaps the most fruitful of our experiments. Two groups had been planned, one at St. Germain-en-Laye for grammar school boys and girls, and one in Paris for teachers in training. Owing to difficulties of recruitment we were faced with two alternatives: to cancel both experiments or to merge the two groups. We chose the latter course, realizing that it would be one of the most difficult situations ever met.

The centre was at St. Germain-en-Laye and the numbers were made up as follows: 19 English (9 boys and 10 girls) between the ages of 14 and 19, with four leaders, one from Jamaica; 9 Danish girls between 15 and 17, with one leader; 10 Belgian teachers in training (2 boys and 8 girls); French teachers in training between 18 and 22, with one leader, plus myself. Altogether a community of 53. We were housed in a boys' lycée where there was no green space and in conditions that were only fairly comfortable, although the food was excellent.

The inherent difficulties of our gathering were greatly increased by three facts. Firstly, the leadership of the group was changed several times because I had to spend five days at a centre in Holland, three days after the St. Germain centre began, and the last eight days at a centre in Marly. Secondly, part of the lycée was occupied at the same time by eighty Africans from the French colonies, forty of whom had no leader, and all of whom were adult and could come home at any hour of the night they wished. Thirdly, a week or so after we started, fourteen teachers from the Saar and their two leaders were sent to join us in our dining-room and dormitories and even in some of our activities without any prior consultation with us.

It was impossible to change these conditions, and it seems incredible that in spite of them something was achieved at St. Germain. I must confess that there came a moment when for the first time in ten years I contemplated abandoning everything, and asked myself whether so much effort was justified in view of such results. The situation was such that for nineteen hours a day the main leaders were living in a state of mental tension, prepared for any happenings.

The twenty days of St. Germain passed. Nothing harmful happened and our anxieties may seem to have been imaginary. But for us, who know how often we were on the verge of catastrophe, St. Germain will remain an example of an impossible pedagogical situation from which much good emerged. We shall discuss it in detail in a separate publication; here we shall merely report some of our findings.

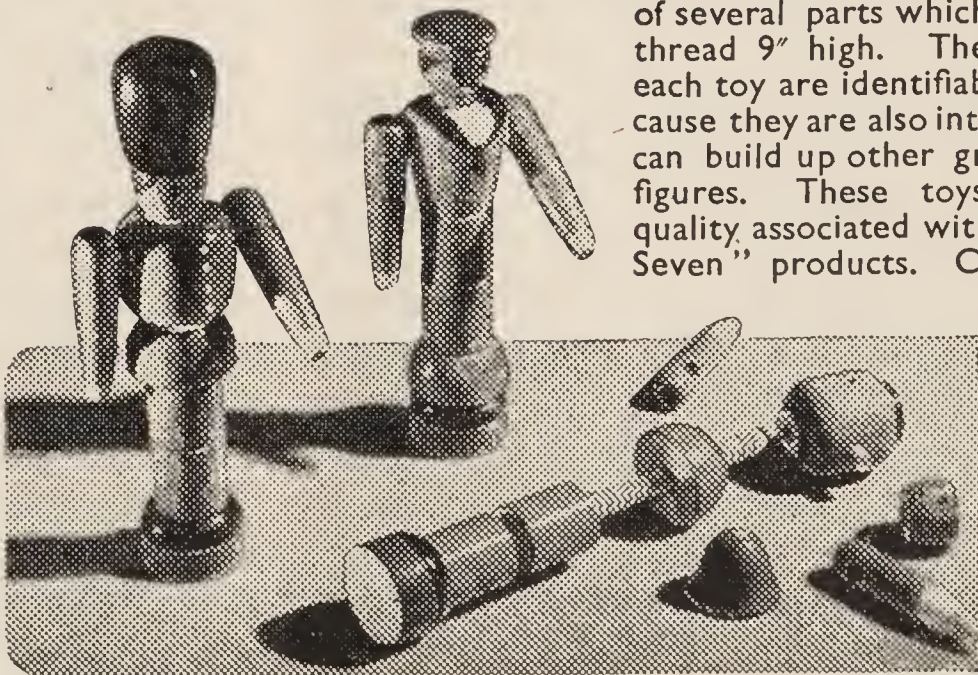
For the first time, some fifty adolescents from four countries, with different backgrounds and interests, were brought together for an experiment in communal living, co-educational and with considerable freedom. It took ten days to smooth out the differences. Strangely enough, it was the older members of the group who moved down to the level of the others and behaved like young adolescents, completely forgetting that in a few weeks time some of them would be teaching young children or adolescents. It was extraordinary to see girls of 21 suddenly aware of their teens and living them intensely. It was as extraordinary to see at the end so many good friends who could not talk to one another but who obviously understood each other.

The teachers in training had come for a programme of intellectual nourishment, the adolescents for a jolly holiday with a lot of free time and liberty to come and go when and as they wished. The programme we devised was intended to serve as a means by which the older members could help the younger ones to move upwards. It contained ten half-days devoted to the study of French life in the historic little town of St. Germain, and eight international groups were formed to examine its various aspects. This part of the programme was not successful, for reasons that we now know. There were six talks on topics that interest young people of this age, very badly attended. There were three S.V.P. sessions,¹ apparently enjoyed and found useful, and one discussion,

very successful, on the death penalty, a topic chosen by the participants themselves. The rest of the programme included folk-lore sessions, dancing on four evenings, four whole-day excursions, a visit to the ballet, several visits to the swimming pool, a national and an international exhibition, a national entertainment in the middle of the period and an international one at the end.

In other circumstances, we should have found this full and varied programme extremely enjoyable and successful. At the conclusion, all except two or three of the participants expressed amazement at the international friendships created at St. Germain and at the success of some of our methods for their achievement. Had that been our only aim, we were obviously repaid, but we wanted to educate awareness, to bring these young people closer to an understanding of their position as inhabitants of the earth. This we did not achieve until the last moment. Aware that at the end of the three weeks the essential job remained undone, we talked at the eleventh hour to the whole group in undisguised terms. We told them that nothing of what had happened

“Soldier, Sailor”



Nancy Catford has designed these entirely new wooden screwing toys, each consisting of several parts which screw on to a stout thread 9" high. The component parts of each toy are identifiable by colours, but because they are also interchangeable children can build up other grotesque and amusing figures. These toys maintain the high quality associated with all E.S.A. "Two-to-Seven" products. Catalogues on request.

T.213

A. Screwing Soldier
B. Screwing Sailor
C. Screwing Policeman
Each net 12s. 8d.
plus P.T. 3/2

Cash remittances
should include postage
1 or 2 articles 1/-,
3 articles 1/6

Other new items: T.194.

A. Aeroplane Each net 12s. 0d.
B. Ship „ „ 8s. 9d.
C. Racing Car „ „ 8s. 9d.

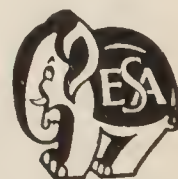
Constructional Vehicles.

Purchase Tax extra 3s. 2d.
„ „ „ 2s. 4d.
„ „ „ 2s. 4d.

THE EDUCATIONAL SUPPLY ASSOCIATION LTD.

Esavian House, 181 High Holborn, London, W.C.1.
101 Wellington Street, Glasgow, C.2.

Tel. Holborn 9116
Tel. Central 2369



E/B 52A.

¹ See *The New Era*, Vol. 30, No. 2, February, 1949.

had passed us by, and that we felt only shame for them, the older ones who had become childish, descending to the level of the younger ones whose selfish and inconsiderate behaviour made us despair of a future in which their generation would have to lead the world.

These words cannot express what happened. The night was black, the last night, the night they were to say goodbye and to feel as the climax of the three weeks. It was a deep and sorrowful night. They had thought that all was well so long as they enjoyed themselves thoroughly, and now they were told that they had sabotaged our work, that they had been selfish and inconsiderate, that we had given them free rein because we wanted them to discover spontaneously that we were serving them, serving them for no reason other than pure love and the hope that they

would understand what the future expected from them. With a sudden shock they realized what our education meant, and as suddenly they were able to recast their whole experience of these three weeks and to see in them a unique opportunity rather than a cheap and jolly holiday.

Many were in tears; all were moved and shaken. The meaning of the adolescent as a spiritual being was made clear to all. Their consciousness was touched and thereby the whole self renewed. They were illuminated, as is now abundantly proved by their full and wholehearted expression of their new awareness. The documents are plain and voluminous.

St. Germain gave us reason to hope for the future, and showed us ways for the achievement of a rapid renewal of true hope in man and his work.

HOW ITALIAN EDUCATION STRIKES ONE ENGLISHMAN

John Croft

IN the chapel of a suppressed convent thirty spruce little boys were doing exercises. They were neatly dressed in their everyday clothes, with clean, colourful pullovers and bright socks. I asked whether the boys ever changed into shorts and singlets. This was not possible, came the reply, for it must be understood that these children lived in one of the poorest quarters of Florence and their parents could not afford to buy such luxuries . . .

It is this kind of paradox that both amuses and enlightens the English observer of Italian customs. Comparisons are deceptive, and impressions can be nebulous; nevertheless, I propose to select certain points of contrast which presented themselves in a series of school visits. And if it be appreciated during the discussion that, sociologically, England is not Italy, it must also be remembered that, economically, Italy does not only comprise Tuscany.

Children are usually well behaved when visitors are in the classroom, but the atmosphere of greater orderliness and of a rather more co-operative attitude towards adults is not an illusion created by rows of pink ribbons and black smocks alone. This is in great measure due to the different—perhaps more closely-knit, certainly more authoritative—family structure to be found in a Southern Catholic country, and

this variation is reflected in a greater kindliness towards children as opposed to animals. At the same time school hours are shorter—from 8.30 to 1.30 at the latest, on six days a week, and the aggregate over the year is less. Both these factors combine to make school discipline easier, and punishment, never corporal, rarer. It is noticeable too that children do not get into as much trouble, or seem to lead such violent lives, after school hours as do many of their English counterparts, in spite of the longer holidays and afternoons of relative freedom spent out of doors. However, a comparison between delinquents who are the children of Italian emigrants to the United States and their opposite numbers in Italy itself would reveal the inhibiting nature of the traditional environment, where personal maladjustment may merely be better concealed. Nevertheless social changes in their turn influence educational practices; for example, more mothers are now going out to work, so the innovation of the Scuola-Citta Pestalozzi in keeping its pupils till early evening is of some significance.

Teaching methods depend on the way teachers are selected and trained as much as on what educational theories are in fashion, but demand time for their adoption. The girls (and the few boys) who go on to training colleges from the Scuola Media at the age of fourteen stay for a

course of four years, of which only the last two include pedagogic studies. Some sort of teaching practice takes place in the final year, but students are examined on their knowledge of a vast range of academic subjects—a product of that humanism which is the strength of the intelligent and the bane of the less gifted on the continent—rather than on their ability to pass on this information in a palatable manner in the schools themselves. Elementary school teachers are therefore trained in a way not so far removed from the old pupil-teacher methods. Wastage is high: changes are promised. When it is realized that few teachers can learn any educational psychology—and none of them much—unless they take a University course, these changes become urgent.

Some of these disadvantages are counter-balanced by a glut of teachers (of course at low salaries) and an abundance of school places—though these conditions do not obtain in the industrial north or impoverished south. This means that classes are small and teaching becomes individual. One headmistress was shocked when I recommended choral reading as an up-to-date method; this was looked down upon as a relic of the last century. In fact I never saw, in Florence, a class of more than thirty children, and in most cases the units were far smaller, particularly at the Scuola-Citta, where the numerical set-up is extremely favourable to activity methods. In the western suburbs of the city, where there is a shortage of accommodation, to avoid increasing the size of the classes a double-shift system is in operation.

Teaching may be individual, but it is also verbal and rigid. The teacher talks to the class; they listen, do exercises, are catechized, prepare a vast deal of homework. Science teaching is based on demonstration rather than experiment—one school had a huge collection of scientific curiosities like a museum, but only one microscope. The teaching of history and geography is usually entirely unimaginative and seems to be warped by the one text-book principle which is to be found in the lower classes. In England the choice of text-books can confuse the teacher, but the other extreme tends to restrict the child's mental horizon in the more advanced classes, particularly as pupils' libraries are not much in evidence. On the other hand every school had some kind of theatre and a cinema projector,

whilst every classroom in a Liceo Classico possessed a loudspeaker that was connected with a central wireless.

To an Englishman the most striking product of this individualism in education is the complete lack of corporate life in the school, which may meet as a whole only three or four times a year. The visitor is never shown an assembly hall or chapel; neither exists. This phenomenon is not without its effect both on national character and institutions. The striking exception to this rule is the Scuola-Citta, and although descriptions of this school have appeared elsewhere,¹ it is worth while underlining certain features. If it is to be rewarding the learning process should take an active form throughout the whole school (and not be left to the whim of individual temperaments); neither should self-government be a bluff. This school attempts to fulfil both these conditions. Furthermore it provides meals and medical attention, and brings the parents into the picture by means of weekly meetings and a Visiting Teacher scheme. The children, who may remain at this school till they are fourteen, also edit and print a fortnightly newspaper.

The Lex Casati anticipated the Forster Act by eleven years. This advantage was scarcely sufficient to establish a sounder or more efficient tradition of national education, a thing not to be expected from a country which has spent so small a percentage of its national budget on that task. Yet Florentine educationists were amazed that a London Secondary School should have to have a special Reading Class, since even children from the slums of Santa Croce can read tolerably, and write in that distinct, if stereotyped hand, at the age of seven. So it would appear that English is really rather difficult to learn, even for the English... Why is this? Certainly smaller classes help to eliminate retardation in the basic subjects; secondly the Italian language seems to be relatively easier because it can be phonetically analysed with fewer contradictions, and because the gulf between the spoken and the written word is not so wide. Cockney pronunciation and speech does not tally closely with the spelling and grammar of standard English. However the less happy consequence of the Italian situation is that one can see a whole class of nine-year-olds being drilled in syntactical exercises of little use

¹ In a recent article in the *Times Educational Supplement* and in the symposium edited by Mr. Vernon Mallinson - *The Adolescent at School*. The Scuola-Citta also published a short pamphlet about itself in 1946.

to anyone but an intending philologist. But once the essence of correct grammatical construction has been grasped, more time can be devoted to the study of literature, although this advantage is gleaned for the academically-minded child at the expense of the rest, for Italian schools are not streamed for ability.

A glance at the Art teaching in the schools may afford one reason why Italy has seen no really great artist since . . . Tiepolo? A protest in the name of Modigliani would only tend to confirm this perhaps pardonable exaggeration and to underline the debt that we in England owe to Cizek and his successors. For drawing in Italian schools is not really concerned with the main purpose of Art at all, but with its subsidiary functions, so that a lesson in formal design becomes easily perverted into an exercise in Technical Drawing. And because the use of printed visual aids is undeveloped, the teacher is taught to reproduce objects with close attention to naturalistic detail on the blackboard. This in itself may not be reprehensible, but the child faithfully copies the teacher's representation and is only allowed to illustrate a story on a minute scale in coloured crayon, or is permitted to trace the idealized characters of history with appropriate fidelity. The bold, free picture on a large sheet of paper with a full colour range is a rarity. Nor is there any sign, in the ordinary schools, of craft or handwork.

There is a curious discrepancy between the character of the Italian people, which appears singularly unhampered by certain forms of class distinction, and the nature of the educational system itself, which is highly selective at the secondary stage. It is no use pretending, however, that political and educational democracy

are synonymous terms, even in England. Granted that selection must take place at some point, in Italy it caps a rather greater unification over the primary field than has been achieved here. Though based at the age of eleven on a synthesis of external examination, parents' wishes and teachers' advice, the issue is often predetermined by economic circumstances. The principal task is to separate those who want a job from those whose aim is one of the professions, but this is accomplished by a variety of secondary courses spread over an unnecessary multiplicity of types of school. The attempt to unify these courses in the earlier stages by an Intermediate School—the Scuola Media Unica, the solution chosen by Gentile and incorporated by Bottai in the School Charter—has not met with much success and is now frowned upon. But because the conflict between Church and State in education has not been resolved and still predominates, and because the nexus of social services, taken for granted in England, is not available, the attitude to education is less social and less scientific; hence the problem of selection at eleven does not yet provoke the same controversy in Italy. Furthermore, the schools are localized as smaller units—the Scuola Elementare Matteotti at Rifredi, containing 1,200 pupils, was exceptional—so that the study of individual differences has not yet had any marked effect on school organization in a country which has for long accepted individuality. Although the techniques of vocational guidance are only just beginning to be applied to the later stages, Italian education is linked much more closely with 'jobs' than with 'life'. An example of this apparent contradiction may be seen in the admirable nine different trades to which boys may be apprenticed in the Centro di Rieducazione dei Minorenni: yet this Reformatory does not attempt to reform except in the Victorian sense of training the idle in the habits of industry.

The upshot of these impressions is, briefly, that English education falls mid-way between that of the United States and the continent: it neither treats its children as children nor trains them with the same expectations as in Europe. Despite the introduction of healthier and happier methods of education the ordinary English school has a long way to go before it welds the freedom of the one and the poise of the other to its own particular virtues.

Illustrated Supplementary Readers

JACK AND JILL IN MANY LANDS

By AGNES CANHAM

Book I—1/4

Holland, Switzerland
and Norway

Book II—1/4

Canada, Greenland
and The Philippine Islands

Book III—1/4

Malaya, Ceylon and Egypt

Book IV—1/6

Greece, Italy and N. Africa

Book V—1/6

Sunny Spain and The Fair
Land of France

Book VI—1/6

The City of London

Please write for illustrated pamphlet

A. BROWN & SONS, LIMITED

32 BROOKE STREET, HOLBORN, LONDON, E.C.1



... AND HERE IN HOLLAND WE BUILT A SHIP

Els Bromberg

A GAIN and again we are struck by the conservatism of the curiosity about Holland expressed by foreigners. For instance, the thousands of Americans who visit us mostly want to see 'lovely' Holland, by which they mean wooden shoes, picturesque clothes, a cheese market and, of course, a few 'musts' in the world of art. *The New Era* at least guarantees us readers who want to do more than scratch the surface of things. It is very pleasant to tell them that we have something quite interesting to recount to them from this summer.

In 1946 Kees Boeke wrote an article in this magazine wording his disappointment that Holland in the field of education had for the past years come to a dead-end. In this article Kees Boeke spoke for educators all over Holland who were longing for new, progressive steps,—and things have been developing ever since he wrote. Planning started; the W.V.O. (work community for the renewal of pedagogy and education—the Dutch Section of the New Education Fellowship) was founded. It held lectures, conferences, discussion groups. In the beginning

of this year, young artists gave their special attention to the renewal of the school text-book, but the W.V.O. surpassed them all. Its group for the aesthetic development of the child, deeply convinced that in the territory of aesthetics, modern education is still extremely limited—was lucky enough to find a sponsor. In due Dutch tradition they went ahead and built a ship, called it the 'Workboat', stationed it on one of our beautiful canals in the centre of the city, and here are their aims and programme:

'To give every child the chance to develop his creative capacities and his sense of beauty.

'All forms of expression will get a chance. Under expert guidance children will have a chance to draw, paint, model, to act in theatre, puppet show, pantomime, to interpret music.

'Of course, the number of children who will be privileged to work on this boat must be limited. Work should rather be seen as experiment, and the main purpose is to stimulate life and work in schools and outside.

'Courses and exhibitions will be organized for teachers and all who work for the child.

'Our many waterways make it possible for the "Workboat" to travel through the country and stop even at small hamlets to stimulate work-centres on land.'

The official programme runs like this:

clubs for children,
courses for teachers and youth leaders,
lectures,
exhibitions,
instructions on how to buy material,
about possibilities of material,
etc., etc.

It is not by accident that this study-centre of the W.V.O. is a ship, the 'Workboat'. A ship is a symbol of change and progress. And it appeals to children. Thanks to the generous sponsor, it was possible to call in the advice of an architect, who did a job which satisfied grown-ups and children alike. The very limited space imposed a clever use of every inch available. Colours are light and friendly. Storage capacity is plentiful. All walls lend themselves to the exhibition of children's work, which can be fastened up with

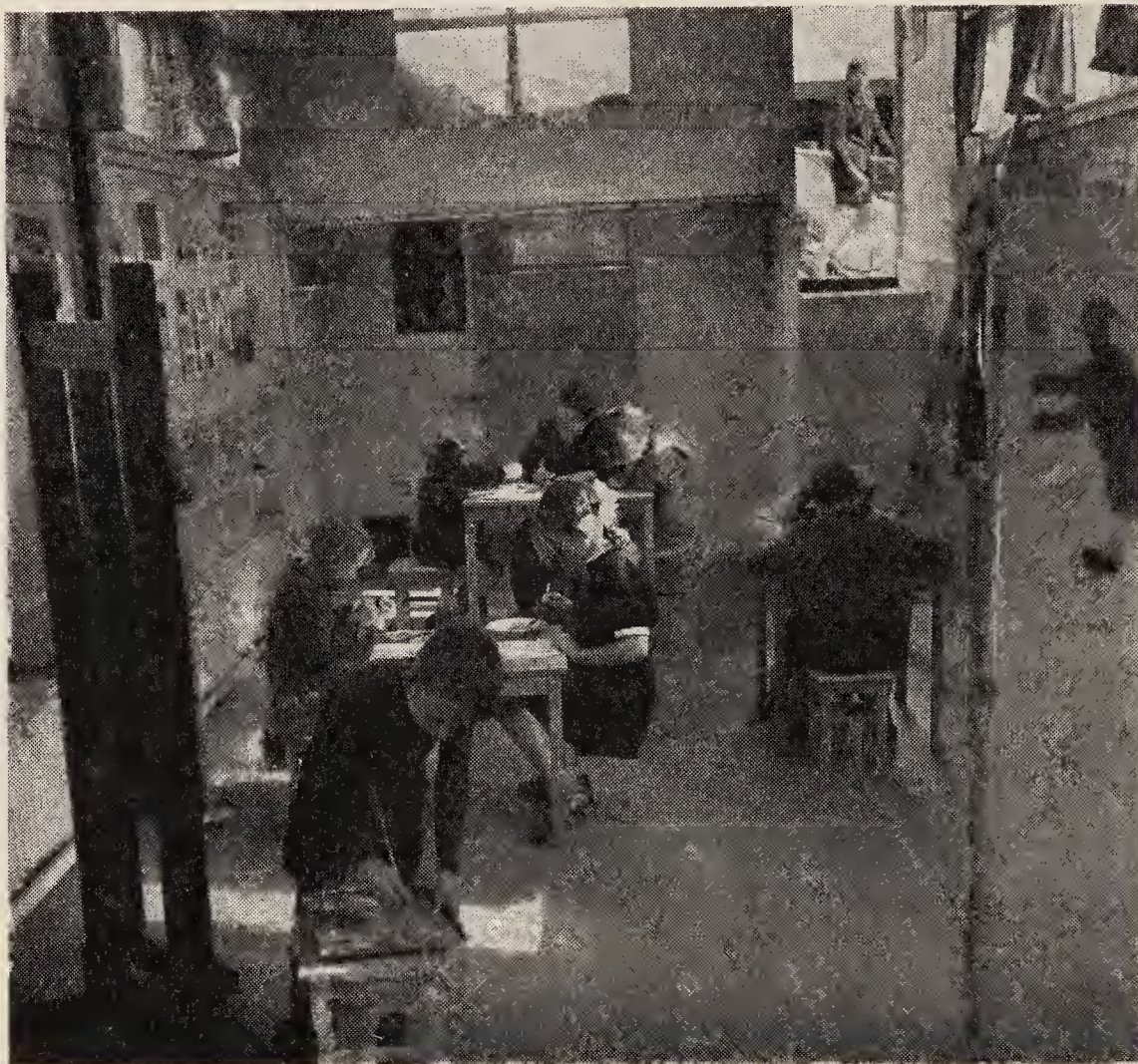
thumbtacks. The main workroom can accommodate about thirty people. Part of its floor is raised and holds a little kitchen. When this is curtained

off, a small stage is ready for plays, puppetry and music. A staircase leads up to the upper deck, where outside working space is provided, a special delight to the children.

Modern education as you and we see it, is something entirely different from the mere acquisition of facts. As William Johnstone says in his revealing book *Child Art to Man Art*, 'Just as tomorrow sleeps in the mind of to-day, so the future

of man sleeps in the child . . . the teaching of art has undergone developments of the greatest significance to children and to those whose duty it is to foster this supreme form of human expression.'

To us here in Holland, the 'Workboat' is a serious attempt to approach thoughts like Mr. Johnstone's and thus realize the principles of the New Education Fellowship.



"Children will have a chance to draw, paint, model . . ."

Book Reviews

The Puppet Book Edited by L. V. Wall, written by members of the Educational Puppetry Association. (Faber & Faber, 21/-).

'Puppetry is a very old, traditional art found in many countries . . . There are books dealing with the subject, mainly as a personal interest, but no book which sets out to deal with it as an educational medium as these following chapters will do . . . Here is a store of accumulated knowledge, wisdom and skill, a treasure-house of suggestion for using puppetry as an adjunct to formal training at all ages and for many specific purposes . . . It is not essentially for the teacher, lecturer or youth leader but . . . [for]

the beginner or general puppeteer . . . Each of these contributors is no mere theorist in suggesting this medium with the grades he touches but is actually at work doing these things, creating these things and using these things . . .'

These quotations from the introduction indicate the purpose of the book, of the public to whom it is addressed, and of the authors. They are enough to inspire a confidence in the authors which a study of the text will transform into real gratitude; for they know how to fire us with enthusiasm, how to warn us of difficulties and pitfalls, how to focus upon the first essential stages, and how to help towards ultimate success.

Had there existed a single individual possessed of all the qualities shown by the authors, the need for adjustment to a different temperament required of the reader every few pages would have been avoided, but this disadvantage is largely compensated by the real competence and sense of reality shown throughout. Though all the twenty-seven chapters are by no means of equal interest and richness, each has something to contribute towards a deeper understanding of the art of puppetry and of its use in education. On the one hand there is a survey of educational institutions as a whole, united by the concrete problems of the making, use and influence of puppets. On the other

hand, by showing the many facets of puppetry as practised in various types of school and institution, its value as an educational tool is made manifest.

The technical part of the book (more than two-thirds), with its numerous diagrams, photographs and practical suggestions, is both an encyclopaedia of puppetry and an opening to further experiment and adventure. The beginner will learn how to make each type of puppet, how to use it, and how to produce shows of various kinds. The more advanced, and even the professional puppeteer, will find suggestions from his peers that will inspire him to experiment in fresh fields. The fact that puppetry is so complex an art, with so vast a future, not least in its new application to education and psychology, gives the writers infinite scope, and it is not easy to judge whether the encyclopaedic or the inspirational aspect of the book is the more important. What is certain is that it is a lively study of a field that rouses passion in its devotees and inspires them to write with a contagious enthusiasm worthy of art and of education.

There is no need for us to stress here that puppetry is a valuable means for the education of all the talents of all children, and that its creative and dramatic aspects constitute a valuable channel for the expression and adjustment of emotions. If we want purposeful integration of subjects at the primary or secondary level, we have in this book an excellent example of how it can be achieved.

What the team of writers has not seen, however, is that education involves more than this. Influenced by the realization of what remains to be done to give puppetry its rightful place in education (as understood to-day more particularly by teachers of art), they have dealt with its obviously important aspects; as an outlet, as a source of creative activity, as a means of improving speech and integration. Writing in English, presumably for British readers, they are concerned to ensure that what has already been done shall be a spur to a fuller national effort. In our view, two chapters are missing: one dealing with puppetry in international education, and one with puppetry and the human, rather than the cultural, expression of experience.

Education must lead to the highest possible level of consciousness. If it is claimed that puppetry is the best means to this end it remains to be proved that it is indeed the *highest* level that is being considered, and that the art is truly adequate for that attainment. The few experiments

with a view to a human education, so far made with puppetry in international groups indicate that it holds unsuspected possibilities which might greatly reinforce the plea of chapter 22. We agree that: 'Here is a unique opportunity to test the puppet stage to the full, using it to illumine, through drama, wit and fancy, a theme of tremendous importance for every man and woman throughout the world.' But how far is this possible if the creation of national figures is considered to be the main target? Von Kleist has said, 'It is quite impossible for man to come up to the puppet. Man, by becoming conscious of himself, has lost the power to reflect and transmit the infinite; only a marionette or a God can do this.' It is because puppets can inspire actions and thoughts that puppetry can help man to regain infinity, and that is the major task of education to-day.

C. Gattegno

Children in Museums. Museum Adventure. Molly Harrison. (U.L.P. Ltd.)

The Geffery Museum is now world-famous for its adaptation to the needs of children. This book gives the whole story, and Mrs. Harrison, the Curator of the Museum, gives full credit to the L.C.C., to whom the Museum belongs, to Margery Quennel, Curator when in 1935 the L.C.C. placed it under the control of its Education Committee, to the voluntary helpers, most of them refugees, who in wartime helped without pay or even expenses, to her regular staff, who with her, think up the enormous range of hand-outs, charts, questionnaires, games, puzzles and other adaptations and to the attendants, whose interest is not the least part of the whole successful *ménage*. She gives an account of the history of the beautiful old building, and the growth and development of the Museum and its educational scheme, which suddenly in the war years, understaffed and underspaced, assumed large proportions.

'Children were often at a loose end . . . But deeper and more permanent tendencies seem always to lead to the same result; an institution which opens its doors to adult and child alike will find itself catering for a preponderance of younger folk whenever its methods are appropriate to their needs. There are more children free during the day than adults . . . they are demanding and appreciative, so their own zest adds momentum to the work of providing for them . . . the solution of the problem is in the realm of balance, degree, proportion. The research

Now Ready . . .

Personalities and Power in English Education

JOHN LEESE,
M.A., M.Ed., Ph.D.

This book is an attempt to make the story of English Education readable, not only to the student, but to the practising teacher and administrator, the parent, member of a local authority, and, most of all to the general reader who often likes biography, but hates "history".

The stress throughout is on personalities, and their interaction with the forces of government and administration. Fresh light is thrown on such giants as Kay-Shuttleworth, Matthew Arnold, and Robert Morant, and for the first time a large number of lesser known inspectors are brought out of the blue books to tell their tale often in their own words.

The book is now available and may be ordered direct from the publishers or through any bookseller

Price 17/6 net.

"A valuable and interesting book based on extensive and thoughtful research."

Times Educational Supplement

"A book of real and abiding value to all concerned in the work of Education."

Teachers' World



E. J. ARNOLD & SON LTD

LEEDS 10

student in the larger and more important museums needs complete isolation, and there the problem of providing adequately for the non-specialist, whether child or adult, is peculiarly difficult.' Many curators will agree here but I feel that even the largest Museums, which usually have more space to spare, could join in this service with advantage to themselves.

The chapter entitled 'How the Children Come' is important. It describes the staffing (three full-time teachers and two art specialists to assist them on Saturdays and holidays, their work being interchangeable) and emphasizes the importance of the museum attendants, who may be seen giving out pencils, paper and crayons, and encouraging and helping the workers. This friendly attitude they extend to adult visitors as well. The organization of information is described in detail in chapter 5, 'What the Children Do', the object being to bring the *eye* into play more than the *ear*, and to teach the use of all the senses in the appreciation of shape (design) and function, so that historical consciousness may be acquired by relating simple domestic objects through seeing, handling, drawing and modelling to the architecture, costume, people and events of each period, as well as by reference to the charts and wall-maps, and the use of puzzles, games, models, etc.; all performance taking place within the area of the Museum and in presence of its display. The objects in the period rooms are not labelled neither are they behind glass. Identification is by wall chart, and the trust is seldom abused; watch is very unobtrusively kept. Painting, modelling, the pasting up of cut-outs, even pottery, is carried on in a special wing and a Hall is reserved for outside exhibitions.

It is impossible to detail here the many ingenious schemes of work, and for this alone the book is valuable, for teachers in schools working at other subjects, or for parents taking children to museums without any such service. In general, the method, which has to be applied to very large numbers and is subject to no time-table, is that of innumerable cyclostyled hand-outs, arranged for written answers or, more usually, for drawn ones. These drawings are small and precision is required, but modern art-teaching is not thereby confused, for precise drawing hurts nobody, and large sheets of paper and great big brushes, and desks and easels are provided when free composition is engaging the child. These sheets are all illustrated by precise stencilled drawings of good quality, and it is interesting to read that at first they were in even grander style, beautifully lettered and produced, and in fine so

charming that no child wanted to spoil them by their own crude drawings. Now they are typewritten, well-drawn, but simple in execution, and rolled off month by month in thousands or as required. The gap between the child's ability and the adult draughtsman's is as small as is compatible with clarity and precision.

The child of original mind is encouraged to make up his own studies, to go on expeditions, and use the reference library, and one or two adolescents have been found suitable jobs.

The work for schools proceeds along the same lines, but is fitted into the requirements of the curricula or arranged with the teachers, some schools visiting over a period of many weeks. The lecture-technique is simplified to the least possible and combined with handwork, the making of exciting and colourful models, charts, etc.

The ingenuity brought to bear in the presentation of material is really amazing. There are coloured wooden jig-saw puzzles of the period rooms, beautifully made; semi-theatrical models, for building up by young children; innumerable cyclostyled puzzles, 'Snakes and Ladders' of historical aspect, 'Historical Happy Families', cross-word puzzles, booklets, varied, renewed and newly invented from time to time. One hears criticism that so many gadgets become in time mechanical, and this critic has noticed one or two puzzles of doubtful importance, but machinery is unavoidable in dealing with such large numbers and absolute perfection would be inhuman. Such a system is really no more mechanical than the invention of printing, and the Museum presented in this way becomes a background to a great many children, whereas it was formerly the perquisite only of the child of intellectual, wealthy or artistic parents.

In such a *milieu*, any creative work done by a child might reflect, would in time be bound to reflect, and be influenced by its surroundings. I am personally of the opinion that very much more free creative work should be encouraged, so that the child draws strength from the Museum material besides merely learning it. In a museum which covers far more ground than can well be organized into a system of informative games, a Museum of comparative human culture, the workers in the Children's Centre may one day be making stamp albums, bearing no relation whatever to the Museum objects, and another day will break out into cardboard shields of the most glorious description, not uninfluenced by the innumerable savage models about them, or stage a shadow show, a poor relation to the exquisite *Wayang*

figures in the cases. Poor relations they may all be, but they are their own.

Another side to this work is that a field is created in which behaviour may be observed under circumstances unobtainable elsewhere. The introverted child expand the circumstances inspire friendship between staff and children; parents can be asked to call, children invited to tea; Mrs. Harrison devotes a chapter to individual children some problems, some successes, some cures.

Then we have the Museum Official. Mrs. Harrison has mentioned the greater difficulty of the large Museums with regard to this work. This seems to have great success at the huge Natural History Museum, South Kensington, but the material here is of course peculiarly suitable, the children in any case visit it in enormous numbers. Nevertheless, it does seem possible that the growing importance of audience-reaction as evinced by children where they are specially catered for, may lead to a development of Museum technique in general.

Every Museum has its own aura . . . the relationship between its contents, whatever they may be, and its exterior locality. The difference between the relationship of a small provincial Museum of Bygones to its locality, and, say, that of the British Museum to *its* locality, is surely only one of size. The 'Bygones' of the latter pertain to the whole world, which can be said to be its neighbourhood. To present some of such important material in a way suitable to the zealous appreciation of children need not necessarily detract from its importance for the student and specialist. The newly-arranged Cluny, the Exhibition of 'The Virgin in French Art' at the Petit Palais, the Musée de l'Homme, to mention three fine examples of visual education, are in the highest degree simple, enchanting and articulate. The child needs guidance, but with work to do and space to do it in, in some such noble surroundings, what might he not absorb?

Mrs. Harrison's book should be read by all connected with Museums, great and small, and by students of the social sciences.

NOTE.—It should perhaps be mentioned that, in London, work for children is organized at the Natural History Museum, the Horniman Museum, and for schools at the Victoria and Albert. The little Haslemere Museum was printing special questionnaires for juveniles as long ago as the 1890's. Many provincial Museums have organized services for schools; I am not aware of any that provide for leisure-time work to the same extent as in London.

Rhoda Dawson

The Psychology of Intelligence
by Jean Piaget (Translated by
Malcome Piercy and D. E. Berlyne).
(Routledge & Kegan Paul 1950).

This book though not easy to read, makes available for the first time in English the work done by Piaget since 1936, published in French in some 14 volumes. Hitherto, Piaget has been known in this country mainly through translations of the five volumes he published before that date, while still seeking his way in the vast field of the psychology of intelligence. It is indeed time that the tremendous contribution made by his work as a whole should be appreciated by the English-speaking world.

This volume, a reproduction of a course of lectures delivered at the Sorbonne during 1942, is a summary of the main findings of twenty years of continuous research. In it, Piaget presents a new approach to the problems of the mind engaged in rational dialogue with the universe. He not only indicates the place of his theories in the general picture of psychological studies on intelligence, thus giving a short but striking review of the whole field, but he also gives a most comprehensive account of the development of intelligence from birth to rational maturity. It is Piaget's contention

that the psychology of intelligence constitutes the experimental side of the normative science of logic, and should therefore furnish, irrespective of opinion or theory, the evidence of the evolution of the rational notions that allow of true constructive thinking. Thus he considers the various stages of the baby's intellectual development, more particularly the construction of the notion of permanent object; the mastery of number, space, time and causality, beginning with perception and reflexes and finally reaching the operational level at which thought is articulated and goes beyond the actual, present situation. 'Formal operations' are the highest form of intellectual activity, and their construction is described as the gradual growth of mental structures present, but with less mobility and range, from the beginning of life.

Social intercourse is made possible by the progress of relational thinking, very closely akin to rational thinking and following the same pattern of evolution.

C. Gattegno

Children's Books, Christmas, 1950. A personal choice of a dozen.

Hot drinks, hot-water bottles, and a week-end in bed—back to the nursery,

to go no further, and with fifty odd children's books piled around to enhance the illusion. But it was rudely broken by a vow to choose the ten or twelve books that pleased me best for mention in *The New Era*. Some were easy to discard, for their brutality or ugliness. Not that children necessarily dislike, or are harmed by, these things, but they had best take them from our adult trash, if they must, not have them specially written for them. Others (very few) were entirely readable for their own sake—readable to me primarily but also, I feel sure, to many children. The really hard part was to read conscientiously to the end of the vast middle block, the unexceptionable but unabsorbing, and over these I called in some middle-school children and asked for their help.

I summarized for them the plots of Geoffrey Trease's *Under Black Banner*, Noel Chapman's *We Four and the King's Treasure*, and Elizabeth Gorell's *The Captured Stream* (Heinemann, 7/6). Mr. Trease's four adolescents, seconded and opposed by appropriate adults, get a Lake District dale released from the War Office by means of letters to the local press, a local pressure group meeting, and a stolen interview by one of them with their local M.P. during a school visit to the House of Commons. (A good

THE GATEWAY READERS

For children between 8 and 11 who have
made less than normal progress in reading

1. OLD FRIENDS
2. DAYS TO REMEMBER
3. ON THE WAY
4. THE GAY HIGHROAD

- Careful research has been undertaken to ensure that the vocabulary is sufficiently restricted without detriment to the interest of the books.

For example:

- In Book I the number of new words any child is likely to meet may be as small as 24.

- The subject matter has been chosen to meet the interests of the age-group for which each book is intended.

"The type used and the illustrations given, whether in line or colour, are just right . . . we recommend this new venture."

—London Head Teacher.

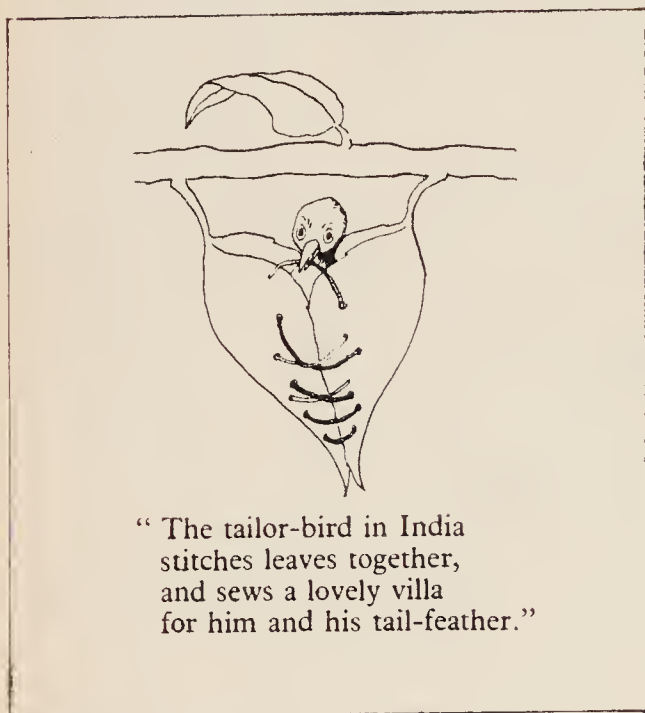
Bks 1 and 2 Limp Cloth 2/8d. each

Bks 3 and 4 „ „ 2/10d. „

EVANS BROTHERS LIMITED

Montague House, Russell Square, London, W.C.1

A miniature sample page from



"The tailor-bird in India stitches leaves together, and sews a lovely villa for him and his tail-feather."

MR. ROUSE BUILDS HIS HOUSE

by Stefan Themerson & Barbara Wright
Illustrated by Franciszka Themerson

"Mr. Rouse is a smasher and I love him," states one of his readers. As we see it, this is the kind of positive reaction which a book for young children should aim at. Such a book must be amusing, simple, in good taste, and it must tell a story.

We claim all these qualities for
MR. ROUSE BUILDS HIS HOUSE

And "THE TIMES LITERARY SUPPLEMENT" writes:

"How Mr. Rouse chose the kind of house he wanted and the kind of things he wanted in it is told in nursery rhyme style and line drawings that are just right. This little book would be an addition to any nursery shelf and is even informative along with its inconsequence."

Profusely and amusingly illustrated,
simply and graphically written,

MR. ROUSE BUILDS HIS HOUSE

is a book you can give your children with confidence.

122 drawings, 144 pages 4s. 9d. net
At all Booksellers.

Gaberbochus Press Ltd.

31 KING'S ROAD · LONDON S.W.3.

book, better I think than *No Boats on Bannermere*, to which it is a sequel, and which went down so very well last Christmas.) Noel Chapman's children are about five years younger, and they dig up medieval Crown Jewels in a Kent castle and take them personally and quite on their own to the Prime Minister—real, ordinary, knowable children, though they get chocolate out of a slot machine and are considerably helped by a magician. *The Stream* is Captured in a barrel, transported on a lorry from Dartmoor to Sussex, misbehaves there, and is taken home—with no magical help—by a pair of twins who seem to be about four-and-a-half or nine.

The children consulted voted heavily for Trease and Chapman and against *The Captured Stream*. They say they like books about real things that they could do themselves, or that real children could do in another time or place, and they do not at all mind a 'real' magician. But they do not like children to do what they cannot—it is silly. This strengthens my own hunch that magic, even to intelligent Fourth-Formers, is still fun, but whimsy is not. And a good deal of whimsy is still published.

Here, then, are the best of the middle batch, books about real children doing possible things by clearly-stated means, with no jerks¹ and good characterization:

Roly's Dogs, Kitty Barne (Dent, 8/6).

(Four children, a sure-hit with animal-lovers, except for the illustrations of some breeds of dogs.)

The Islanders, Roland Pertwee (Oxford, 8/6).

(Excellent characterization; very well written, interesting and exciting. Highly recommended in spite of slight snobbishness.)

The Seventh Pig, Patricia Lynch (Dent, 8/6).

(Short stories, as charming and readable as her full-length books.)

Bush Voyage, Stephen Fennemore (Heinemann, 8/6).

(A really good Australian picaresque novel for children. Highly recommended—indeed the first half came into the 'read for real pleasure' category.)

We four and the King's Treasure, Noel Chapman (Harrap, 5/-).

Under Black Banner, Geoffrey Trease (Heinemann, 8/6).

¹ Jerks is one of my child-consultants' words. Interest can be a continuous part of the story or can be laid on in jerks. There are lots of books of the second kind but they are always inferior to those of the first.

Odysseus, the Wanderer, Aubrey de Selincourt (Bell, 8/6).

(Retold by a pre-war Greek peasant; highly recommended.)

For Under-Sevens

The Little Fire Engine, Graham Green and Dorothy Craigie (Max Parrish 6/-). (See below.)

The Little Boy and his House, Stephen Bone and Mary Adshead (entirely new and enlarged edition) (Dent 8/6). (A very nice, sensible documentary, which ends up just right, though occasionally, in the middle, one begins to fear that only a small red-brick villa is a fitting habitation for man.)

Farmer Drowsy, Elf Lewis Clarke and Arnrid Johnston (Oxford, 3/6).

(A delightfully 'comfortable' and domestic story about mice, with a topical flavour; pictures in sepia and yellow. For 4-7's.

The three books that I read to the end for real pleasure were:

The Little Fire Engine. Even if Graham Greene had not come out from the anonymity of *The Little Red Engine* and signed it, this is surely the Book of the Year. Pathos and humour 'inextricably intertwined'. Charlie Chaplin would not have disowned it, and a much younger Disney at his best would have envied it. For ages 4-8 and upwards.

Wind from Spain, Moyra Charlton (Methuen, 8/6). I did not read *Pendellion*, in spite of much recommendation from many children, and therefore cannot say this is a better book, but it is certainly exceedingly good. Spanish Armada. Ages 11 and upwards.

The Star Raiders, Donald Suddaby (Oxford, 7/6). The first men on Venus. H. G. Wells would disclaim it, but it may have the fascination for some modern children with a speculative turn of mind that Wells had for their great-uncles and aunts. The higher intelligence on Venus has taken plant-forms and disapproves of the assertiveness of men—their virtues as much as their vices.

In spite of this real orgy of juvenile reading, I still do not know what I think of modern children's books, nor what sort of person ought to review them. But my Editor has not asked me about that and will probably cut me short!

By the time I was old enough to read most of the books I have read this week-end, I was already gobbling, or rejecting, the great classical novels: The ones I rejected then—Dickens and Fielding—are just beginning to enchant

me; the ones I gobbled then I still do, at another turn of the spiral. Do young adolescents need a 'literature' of their own? I am inclined to think that they can get help from the rather pedestrian stories that are camouflaged vocational guidance or education in civics or in applied psychology. And if they are ever to become inveterate bookworms (which seems to me an agreeable, if useless, fate) they certainly need to discover young that reading is a pleasure. But must not even a bookworm's reach exceed his grasp? And in books written for the modern young it *very* seldom can.

M.P.W.

The Treatment of the Backward Child by R. K. Robertson. (Methuen, London. 2/-).

This booklet dealing with backward children is intended to be a short guide for teachers. It is extremely concise and very clearly written. Mr. Robertson emphasizes 'The golden rule for intelligent learning is to *wait*: not to allow the expectations of another school, or the parents, or inspectors to force the pace.' He firmly believes in letting the children find and solve their own problems in free activity, work off bad temper and sullen moods, thus using their own capacity to the full. The rôle of the teacher is described and the common arguments against free activity in backward classes are discussed and rejected. There is very practical advice on how to treat common defects like backwardness in reading. Children in special classes of this kind showed a great difference in happiness and alertness even after the first few weeks. A list of useful books for further reading and an appendix are added describing examples of activities, of supplies, storage of materials etc. This small book is of value to any teacher looking after backward children and should be in the library of all training colleges.

K. F. Hirsch

The Indian Journal of Educational Research, Vol. I, No. 1. June, 1950. Issued by the Indian Institute of Education, Bombay. (12/- per year). Chairman of Editorial Board: K. G. Saiyidain.

This new journal attempts to publish research done at educational centres in India. The material available in other countries is not always relevant and applicable to Indian conditions and this is one of the reasons why the journal wishes to bring within easy reach of the average educational worker the results of research carried

out in their own universities and training colleges. This, Mr. Saiyidain hopes, may lead to co-operative planning and selection of special fields in accordance with the personnel and resources of the individual institutions.

Surveys of the educational research carried out at present in 23 of the 28 statutory universities of India and in some training colleges are given by Mr. Naik and Mr. Shah. They show that some considerable amount of work is done in psychological subjects, on tests and their standardization for Indian children, on experimental work in education and a great number of the problems of teaching.

Mr. K. V. Panse has carried out investigations on some 3,000 children of primary schools with a view of standardizing physical efficiency tests of which he has developed four: to test agility, speed, arm-strength, and endurance. The children were of the ages of $6\frac{1}{2}$ to 12 years.

Mr. Parulekar suggests that educational research should not be restricted to the universities, as valuable field work could be done by selected members of local education authorities each of which should have a department for such research. Such possibility is given in this country under S. 83 of the Education Act, 1944.

A synopsis is presented of the interesting thesis of Mr. Tamhane on an investigation into the intellectual and emotional life of children between seven and ten years of age. A chapter of Mr. Gokhale's book, *Buddhist Education in India and Abroad*, is reprinted.

The synopsis of Mr. Gadgil's report on Lapse into Illiteracy makes very interesting reading. This is one of the most widely discussed problems of Indian education and a number of hypotheses have been advanced to explain it, but none has taken into account the individual circumstances of the persons concerned, *e.g.* not everybody who spent some time at school and is at present unable to read and write can be regarded as having lapsed into illiteracy, as has been frequently assumed. There had been no conclusive statistical data available before this report. It appears now that there is a positive correlation between frequency of lapse into illiteracy, a poor standard of attainment at school, and an early leaving age. A minimum course of four years seems necessary to insure retention of literacy through later life. There are many other interesting features in this report the original of which can be obtained from the Bombay Government Press.

New Pitman books

Glaucon

An Inquiry into the Aims of Education

By **M. V. C. Jeffreys, M.A.**, Professor and Director of the Institute of Education, Birmingham University. This is a thoughtful treatise on the true purpose and basis of education in our contemporary world. The treatment of the whole subject is new and experimental in that the book is divided into two parts, the second of which assumes Christian belief while the first does not.

Price 12/6 net

Projects and their Place in Education

By **Jean Armstrong**. The author discusses practical suggestions for the application of projects in Primary and Secondary Modern Schools, and includes many useful ideas for teachers in rural schools. A book of particular value to the student teacher.

Price 6/-

Woodwork and Metalwork for Schools

By **Norman R. Rogers**. This book is primarily intended for use in Secondary Schools of all types, and as a guide for teachers of woodwork and metalwork. Numerous drawings are included, all fully detailed and with dimensions and constructions clearly shown. Operational notes are added, and over a hundred examples are given.

Price 15/- net

Making and Using Film Strips

By **T. L. Green**. This practical book deals with the ways of making and using film strips. Based on simple photographic methods and requiring no special skill, it shows how photography on 35 mm. film can be applied to school work by simple means and at little cost. Illustrated.

Price 7/6

Sir Isaac Pitman & Sons Ltd.

Parker Street • Kingsway • London, W.C.2

CUBICON AGILITY APPARATUS

Made from Prefabricated Stage and Step Blocks and additional components



CUBICON

LIMITED

14 RICHMOND BRIDGE MANSIONS

EAST TWICKENHAM

MIDDLESEX

Please give us full particulars of your requirements when writing to us

Researches and Studies No. 2. May 1950. (University of Leeds Institute of Education, 2/6).

This journal is announced as the second number of a new venture of the Institute of Education. Its intention is to publish essays contributing to the *general* interest in education, studies from practical experience, and results of investigations and researches on teaching and learning. The present copy contains a number of interesting papers, on selection for secondary education, teaching of literature, and the results of a five years' survey of voice and speech. 'Researches and Studies' is to be published twice yearly.

Studies in Education Vol. 1. No. 4. June 1950. (University College of Hull. 1/6).

Besides the Institute's report for 1949/50 this issue contains papers on psychological researches (Social Adaptation and assertion of an infant between birth and eighteen months; Aspects of word association, testing and interpretation; Teaching of reading to backward children); on educational principles; and on problems in present-day administration, all of them well-written and interesting to read.

K. F. Hirsch

CHRISTMAS CARDS FOR LABRADOR

Once again we commend to *New Era* readers the Christmas cards published by the Grenfell Association. The proceeds from the sale of these cards will help to extend and perpetuate the work of Wilfred Grenfell among the fishermen of Labrador.

For nearly fifty years Grenfell lived and worked for the fishermen of Labrador and gave them the only medical and social service they had ever known. He built hospitals, schools and children's homes; he introduced cattle, pigs and vegetables so considerably reducing deficiency diseases; and, realizing that prevention is better than cure, he started the Industrial Department for the making of mats, carved figures and toys and for spinning and weaving, by the women, the men patients in the hospitals and by the disabled fishermen.

Tuberculosis has seriously increased in Labrador since the war and is now the gravest problem on the Coast. Great efforts are being made to combat it, but as more stations are equipped with X-ray, more and more unsuspected cases are discovered. A doctor in charge of one of the hospital stations writes of a certain district in the north: 'This area is heart-breaking and a source of deep concern to me. Two years ago when I started the X-ray survey there, eight of the first thirteen of those X-rayed proved to have far-advanced pulmonary tuberculosis and of those only three are now alive.' A complete Tubercular Unit is desperately needed as well as funds for the upkeep of the Mission.

Christmas cards are now available in thirteen different designs at prices ranging from 6d. to 1/-. There are also delightful labels for Christmas parcels and an attractive little pocket calendar. An illustrated leaflet, price 1d., can be obtained from:—The Secretary, Grenfell Association, 66 Victoria Street, London, S.W.1.

BRAZIERS PARK

In a beautiful estate in lovely country there stands a house whose atmosphere seems to the visitor most conducive to the right attitude to life. Friendly, welcoming, arranged so as to give freedom for individual meditation, group discussion, artistic activity, relaxation or study, it is ideal for adult courses and research work. This house and its estate have been chosen by a team of honest and devoted thinkers as a Centre for determined efforts to resolve the problems of the present crisis of our civilization.

The crisis has lasted long enough for men to know some at least of its causes,

and in whatever terms it may be expressed, it is obviously leading many to the awareness that what matters is not one solution rather than another, but the synthesis of the solutions. Those who have been able to find their way in the jungle of stresses and strains of our social disturbances know that there are three immediate and essential problems to be faced: (1) that of finding the way in the present crisis, *i.e.* assessing it correctly, pointing towards its main causes; (2) that of finding the way out, which is essentially a personal problem of awareness; and (3) that of finding the means of substituting for the present confusion a reality that will bring hope to every man.

Braziers Park has its own method of approach to these three problems, which it offers to those who take part in its courses. That is why it is called the *School of Intelligence Social Research*. At its head is a psychiatrist, Dr. Glaister, whose wide experience is entirely at the disposal of the adult students who go to the week-end courses. The first contact with him shows him to be a man of goodwill, a wise and modest man who knows his mind, who has a high ideal, but who also knows that the world of to-morrow needs the co-operation of many wise and unselfish men, that the matter is urgent, that we need action and

reflection in order to reach a solution, and that we must unite rather than fight. His team is prepared not only to teach, but to learn. They see their solution as true, but not necessarily as the whole truth, and it is truth that they seek and trust, not opinion. If they can convince, it is through the truth they see, and they are grateful to all those who add to it their own vision.

To have conceived of a working method for the correction of some of the evils diagnosed in the crisis of to-day is to have rendered a great service to our present generation, and we are indebted to the Braziers Park team for its proposals. They have used in practice, with success, the idea that the most able organism is perhaps more sensitive than motor, that is to say they have abstracted a neglected part of the organism, the sensory system, and have given it its full place in the evolution of the whole. Too many of the executive measures taken by society to-day are unrelated to needs traceable only through the sensory system. This is therefore not only a diagnosis, but also a proposed remedy. The sensory must become part of our awareness, and play its full, protective part, and must also fertilize the executive, all too often restricted by the so-called 'practical' limitations of action.

In addition to this essential contribution to the diagnosis of the crisis, Braziers Park as a school offers in its courses the opportunity to approach a multitude of social problems of to-day requiring simultaneously the intervention of psychology, sociology, biology, politics, economic, ethics, philosophy, the arts and the natural sciences. This elaboration of an understanding of the questions and of a new attitude is not the work of specialists in any branch, but of another new organism, the 'multi-mental' man. A group engaged in a creative discussion on a vital subject, with the firm intent of finding an answer to the problems, is more than the sum of the knowledge available. It is more by all that the will to succeed brings to it. By developing a technique of creative discussion, by setting the example of readiness to learn, and if need be to change, when truth is unveiled, the Braziers Park school will set standards for which we shall be grateful.

The address given by Alexander Farquharson on 11th November, 1950, followed by an open discussion on the future of Braziers Park, filled the group of friends and visitors gathered for the occasion of its inauguration with the hope that this new adventure will bear full fruit. It is we who will benefit by its success.

C. G.

Directory of Schools

ELMTREES

GT. MISSENDEN, BUCKS.

From January, 1951, the Junior Department of the Farmhouse School, Wendover, is being transferred to Elmtrees, and will be open to girls from 7-11 years.

The adjoining house, LITTLE ELM-TREES, will be run as a Nursery and pre-preparatory school for boys and girls 3-7 years, and will provide a happy, home-like environment for a limited number of boarders, and for day pupils. The school is attractively furnished and fully equipped to meet the needs of young children. The grounds of 5 acres open on to the wooded slopes of the Chiltern Hills.

Fees: £135 per annum.

Principal: Miss M. K. Wilson.

BADMINTON SCHOOL

Westbury-on-Trym

:: BRISTOL. ::

Junior School 6 to 11 years

Senior School 12 to 19 years

The School is situated in large grounds and within easy reach of Bristol, so the older girls are able to enjoy many of the advantages provided by a University City. A high standard of scholarship is maintained and at the same time an interest in creative work is developed by the practical and theoretical study of Art and Music. There are weekly discussions on World Affairs and more intensive work on Social and International problems is done by means of voluntary Study Circles.

Apply to The Secretary.

Directory of Schools—continued

KILQUHANITY HOUSE

CASTLE DOUGLAS

SCOTLAND

FOR BOYS AND GIRLS 3-18 YEARS

Established in 1940, Kilquhanity House frankly owes its inception to the work of A. S. Neill, who now considers it in the direct line of his own school and that of Homer Lane. It does not, however, cater for problem children. In practice there is an attempt to combine the traditional thoroughness of Scottish education with self-government for the pupils. Activity methods are used throughout, and the teaching staff is qualified to the standards demanded by the Scottish Education Department, which inspects the school. There is ample opportunity for practice in all the creative arts. A small mixed farm is a fundamental part—as distinct from an adjunct—of the school. The diet is on food reform lines, though children do not require to be vegetarian.

Fees : £150-£180 PER ANNUM

Headmaster : J. M. AITKENHEAD, M.A. (Hons.), Ed.B.

DARTINGTON HALL

TOTNES

DEVON

Headmaster : W. B. CURRY, M.A., B.Sc.

A co-educational boarding school for boys and girls from 2-18 in the centre of a 2,000 acre estate engaged in the scientific development of rural industries. The school gives to Arts and Crafts, Dance, Drama and Music the special attention customary in progressive schools, and combines a modern outlook which is non-sectarian and international with a free and informal atmosphere. It aims to establish the high intellectual and academic standards of the best traditional schools.

Fees : £180-£210 per annum.

A limited number of scholarships are available, and further information about these may be obtained from the Headmaster.

FRENSHAM HEIGHTS

FARNHAM, SURREY.

Headmaster : KENNETH KEAST, M.A.

Frensham Heights is a co-educational school containing at present 160 boarders and 40 day pupils equally divided as to sex and equally distributed in age from 8 to 18.

The school stands in a high position in 170 acres of ground. There is a separate Junior School for children from 8 to 11.

Fees : £210 per annum inclusive.

About three scholarships are offered annually.

For particulars apply Headmaster.

Wychwood School, Oxford

RECOGNIZED BY MINISTRY OF EDUCATION

Maximum of 80 girls (boarding and day pupils) aged 10-18. Small classes, large graduate staff. Education in widest sense under unusually happy and free conditions. Exceptional health record. Elder girls can work for universities, can specialize in Music, or take year's training at Wychlea (Domestic Science House). Playing fields, bathing pool.

Principals : Miss MARGARET LEE, M.A. (Oxon.)

Late University Tutor in English.

Miss E. M. SNODGRASS, M.A. (Oxon.)

BEDALES SCHOOL

PETERSFIELD HANTS (Founded 1893)

A Co-educational Boarding School for boys and girls from 11½-18. Separate Junior School for those from 5-11. Inspected by the Ministry of Education. Country estate of 150 acres. Home Farm. Education is on modern lines and aims at securing the fullest individual development in, and through, the community.

Headmaster : H. B. JACKS, M.A. (Oxon.)

WYCOMBE COURT

LANE END - Nr. High Wycombe

Boarding School for girls (8-18). Estate of 60 acres in the Chiltern Hills. Sound academic work, with consideration for individual needs. Large staff of graduates. Vegetarian and ordinary diet. Open-air swimming pool.

Principals : MISS M. E. BOYLE, B.A.

MISS H. J. ROBINSON, N.F.U.

MONKTON WYLD SCHOOL, nr. CHARMOUTH, DORSET

Principals : CARL URBAN, ELEANOR URBAN, M.A. (Oxon.)

Practical and cultural education for boys and girls (10-18). School life and curriculum planned to help children to develop into co-operative and constructive citizens. School farm ensures healthy diet. T.T. cows.

Fees : £150.

THE NEW ERA

in home and school

The Ordinary Boy in the Grammar School

Helping Problem Boys in a Grammar School

'Social Inefficiency' and
'Mental Defect' . . .

H. C. Günzburg

The Educational Thought of
Thomas Traherne . . .

Margaret Diggle

Book Reviews

*Anthony Weaver, Patrick
Meredith, Geoffrey Trease,
E. S. Stainton*



N.E.F.

SECTIONS AND THEIR SECRETARIES

AUSTRALIA

- Federal Council . . . (Secretary) Mrs. C. McNamara, 27 St. John's Avenue, Gordon, New South Wales.
- Canberra . . . Mr. G. Hurrell, Telopea Park High School, Canberra.
- New South Wales . . . (Overseas Secretary) Mr. W. H. Welding, 27 Duntroon Avenue, Roseville.
(State Secretary) Mrs. I. Speight, 49 Cheltenham Road, Cheltenham, N.S.W.
- Queensland . . . (International Secretary) Mr. H. Coppock, Kensington, Stanley Terrace, Taringa, Brisbane.
(State Secretary) Mr. G. J. Edmunds, Seventh Avenue, Windsor, Brisbane.
- S. Australia . . . (State Secretary) Mr. P. B. Hilbig, Goodwood Boys' Technical School, Lily Street, Goodwood, S. Australia.
- Victoria . . . (International Correspondent) Mr. A. W. R. Vroland, 28 Thomas Street, Box Hill.
(Secretary) Mrs. Vernon Clark, 6 Adeney Avenue, Kew, Melbourne, E.4.
- W. Australia . . . Miss J. M. Malden, c/o Kindergarten Union, 1186 Hay Street, W. Perth.
- Tasmania . . . Miss H. Deane, High School, Launceston.

BELGIUM

- Flemish Section . . . M. Christiaens, Avenue de Mercure 10, Uccle-Bruxelles.

- . . . Dr. Maria Wens, Clementinastraat 16, Antwerp.

DENMARK

- . . . Mr. T. Gregersen, Frederiksberg Alle 34, Copenhagen V.

EGYPT

- . . . Dr. Sayed Pasha, 9 El Kirdasi Street, Cairo.

ENGLAND

- . . . Mr. J. B. Annand, E.N.E.F., Hamilton House, Bidborough Street, London, W.C.1.

FRANCE

- . . . Mme Séclet-Riou, Groupe Français d'Education Nouvelle, Musée Pédagogique, 29 rue d'Ulm, Paris Ve.
- . . . M. Rogert Gal, Groupe Français d'Education Nouvelle, Musée Pédagogique, 29 rue d'Ulm, Paris Ve.

HOLLAND

- . . . Mr. A. F. K. Parée, N.E.F., Kerkstraat 461, Amsterdam C.

INDIA

- Bombay Presidency . . . Mrs. Freny Desai, New Era School, Hughes Road, Bombay 7.
Mr. Harbhai Trivedi, Ghar Shala, Bhavnagar.
- New Delhi. . . Dr. U. S. Gheba, Child Guidance Clinic, 12 Lady Hardinge Road, New Delhi.

ITALY

- Florence . . . Prof. E. Codignola, Via Mantellate 8.
- Milan . . . Signora E. Bergamaschi, 42 Via Washington.
- Turin . . . Dr. D. Origlia, Via Maria Vittoria 7.
- Bologna . . . F.I.E.N., Via Zamboni 15.

NEW ZEALAND

- . . . Mr. G. W. Parkyn, Southern Cross Buildings, 22 Brandon Street, Wellington C.1.

NORTHERN IRELAND

- . . . Mrs. C. Atkinson, 26 Bawnmore Road, Belfast.

NORWAY

- . . . Miss F. Freyland-Nielsen, Maridalsvn 144B, Oslo.

PAKISTAN

- W. Punjab . . . Mr. Anis-ud-Din Ansari, Central Training College, Lahore.

REPUBLICAN SPAIN

- . . . (France) Sr. Leon Marzo, 2 clos Nouain, Montmorency (S et O).
- . . . (England) Mr. F. Albert, 17 South Hill Park Gardens, London, N.W.3.

SCOTLAND

- . . . Mr. F. Irvine, 6 Springside Terrace, Springside, Kilmarnock.

SOUTH AFRICA

- Cape Province . . . (President) Dr. E. G. Malherbe, Natal University, Pietermaritzburg, Natal.
Miss N. Cockburn, 18 Melville Road, Plumstead, near Cape Town.
- Johannesburg . . . Miss L. Pirie, P.O. Box 3560, Johannesburg.

SOUTH AMERICA

- COLOMBIA . . . Ana Restrepo, Ministerio de Educacion, Bogota.
- ECUADOR . . . Professor J. C. Larrea, Apartado 806, Quito.

SOUTHERN RHODESIA

- . . . Mrs. K. Gomm, 10 Routledge Street, Salisbury, S. Rhodesia.

SWEDEN

- . . . (International Correspondent) Mrs. G. Mattsson, Roslinvagen 46, Angby, Stockholm.
- . . . (Secretary) Miss A. Edstam, Kajsa Wargsvagen 22, Enskade, Stockholm.

SWITZERLAND

- . . . (International Correspondent) Dr. A. Ferrière, La Forge, La Sallaz sur Lausanne.
- . . . (President) M. William Perret, Oree 102, La Coudre, Neuchatel.

UNITED STATES OF AMERICA

- . . . American Education Fellowship, 34 East Main Street, Champaign, Illinois.

20.5

THE NEW ERA

in home and school

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

NOT TO BE REMOVED
FROM THE LIBRARY.

A Note on Psychology and
Education

Edward Glover

Theory and Method

by a Headmaster

A Graceless Generation ? . *Kathleen D. B. Littlewood*

The Habit of Reading and
the Rural Grammar
School

C. E. N. Watts

Book Reviews *G. Wilby, A. E. Adams, John
Waterman, Rhoda Dawson*



ADVENTURES IN WORDS

First Series

RODNEY BENNETT, M.A.

In these "Speech Training Readers" Rodney Bennett has provided an assortment of original verses, playlets, and so on, which children will be eager to practise. The five books will not only improve children's speech, but will also develop their powers of self-expression in the English language. Suitable for pupils 5-11.

Intro. Book—Jingle Bells

Paper Covers 9d.

Book 1—Jack Be Nimble

Paper Covers 10d.

Book 2—Listen To Me

Paper Covers 1/-

Book 3—Pickled Peppers

Paper Covers 1/-

Book 4—Rhymes and Reasons

Paper Covers 1/2

PERCY PIG AHoy!

RODNEY BENNETT, M.A.

This book is the sequel to *The Marvellous Adventures of Percy Pig*; the hero, grandson of the original Percy, shares his inquisitive disposition. This, of course, leads him into all kinds of amusing and exciting situations.

Paper Covers 1/10

FOR THE TEACHER

CHILDREN WE TEACH

SUSAN ISAACS, M.A., D.Sc.

The behaviour of and mental life of boys and girls of Primary School ages, between seven and eleven.

5/- net

THE LONDON DRAMATIC BOOKS

First Series

RODNEY BENNETT, M.A.

These books are arranged to provide a basis for classroom reading, acting, discussion and play-writing. They are gaily illustrated and even the most dull child will find his interest awakened by the plays and the schemes they suggest. Suitable for pupils 5-7.

Book 1—Let's Pretend

Paper Covers 10d.

Book 2—Make-Believe

Paper Covers 1/-

Book 3—Your Turn Next

Paper Covers 1/4

Book 4—What Shall We Be

Paper Covers 1/6

EIGHT EASY PLAYS

R. K. and M. I. R. POLKINGHORNE

These plays are meant for children up to and about the age of 8. They are suitable for the garden, classroom, or stage and have all been enjoyed and acted successfully by little children.

Paper Covers 1/-

Limp Cloth 1/6

CLASSROOM DRAMATICS

RODNEY BENNETT, M.A.

This is a comprehensive book dealing with all forms of school dramatic work for children of every age from five to fifteen.

7/6 net

★ Copies of our 1950 PRIMARY SCHOOL CATALOGUE and SPRING LIST are available on application.

UNIVERSITY OF LONDON PRESS LTD.
LITTLE PAUL'S HOUSE, WARWICK SQUARE, LONDON, E.C.4

THE NEW ERA

in home and school

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

NOT TO BE REMOVED
FROM THE LIBRARY

YOUNG CHILDREN—TWO TO SEVEN

Young Children and Danger

Evelyn Lawrence

Some Reading Difficulties
in Infants

Erna Popper

Young Children at the
Pictures

Val Walker

Early Influences upon the
Development of Person-
ality

D. R. MacCalman

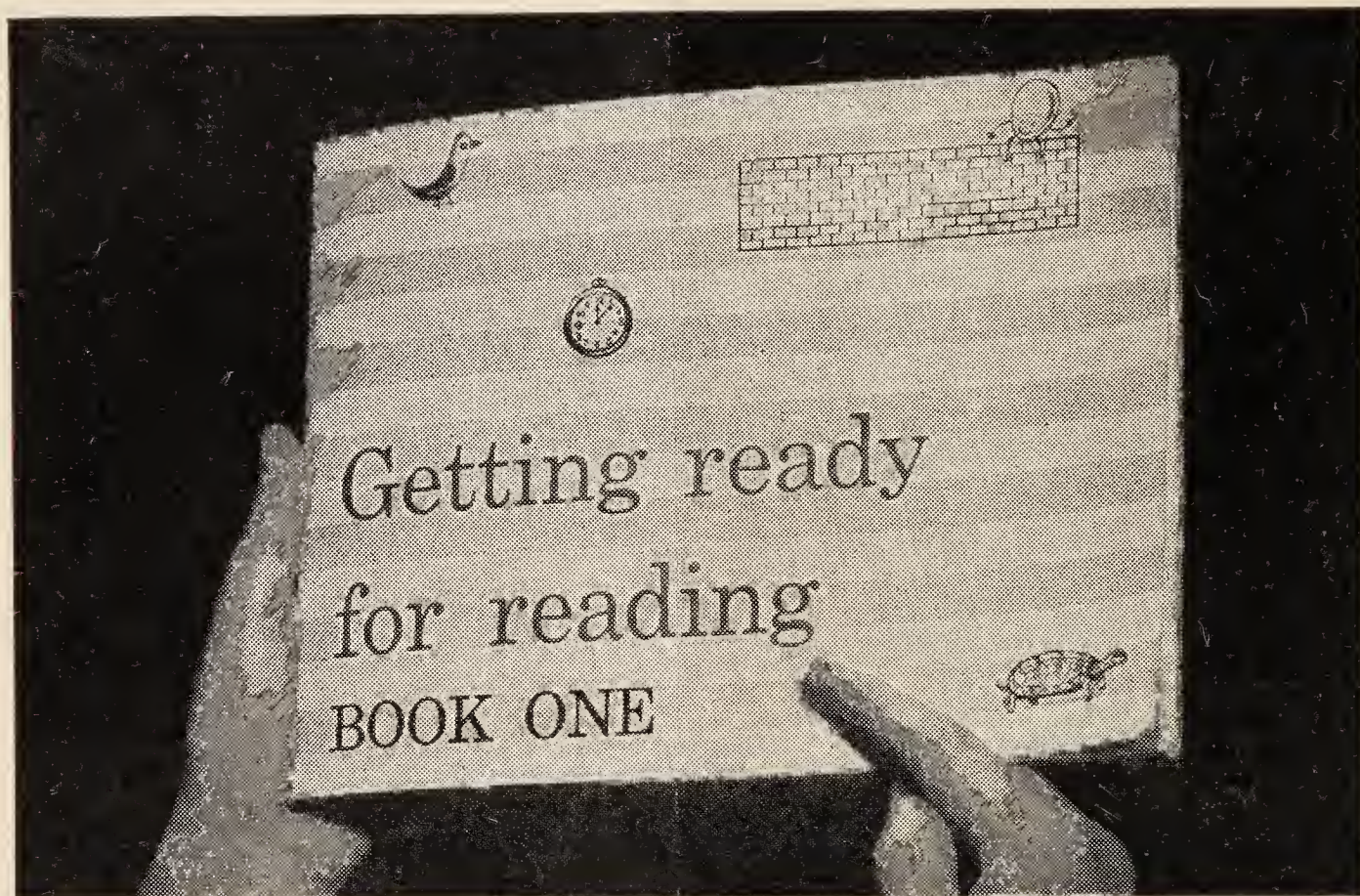
Book Reviews

*E. Bremer, A. R. Wallentin,
James Hemming, E. B.
Tidy, John Waterman,
Rhoda Dawson*



A new Infant Method already used by thousands

HAVE YOU SEEN THIS NEW BOOK?



The first book of pictures in this new pre-reading course.

“Getting ready for reading” consists of two books of pictures (1s. 3d. each), each containing 24 large pages printed in full colour. There is also an important Teachers’ Manual (2s.).

HAVE you ever asked yourself: Are my children ready to begin reading? Before adopting Beacon, or any other method of teaching reading, every infant teacher would be well advised to consider whether her five-year-old pupils are ready to read. Many of them are not, and for such children a preparatory course, planned to develop the necessary mental maturity and specific abilities, will save much heartache and discouragement later on. Learning to read will in the end be easier and quicker.

Getting ready for reading

In *Getting ready for reading Books One and Two*, printed in full colour litho, teachers and their youngest pupils will find an enchanting instrument for a pre-reading course. Each picture page (24 in each book), taught as suggested in the *Teachers’ Manual* and used as the basis of many delightful activities, plays its part in developing the various abilities needed in learning to read. And what fun the children will have in the process.

Special Offer

A special introductory offer is made to teachers who wish to examine the new material. If you have not already received a copy, send for the full colour folder, which not only explains the special offer but reproduces actual pages from the two Books of Pictures. (Fill in the coupon now.)

COLOURED FOLDER—FREE!

To: GINN AND COMPANY LTD.,
7 Queen Square, London, W.C.1.

Please send folder *Getting ready for reading*
with details of special introductory offer.

Name

School Address

..... N.E. 35

W.C.

THE NEW ERA

in home and school

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

NOT TO BE REMOVED
FROM THE LIBRARY.

Mental Health and the Teacher

Margot Hicklin

Boarding Out the Institution

Child *a young Child Care Officer*

All Children Need Periods of

Quiet *Kenneth C. Barnes*

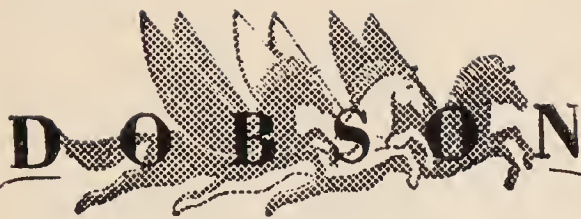
The Pioneer Health Centre at

Peckham *Rhoda Dawson*

Book Reviews

*C. Gattegno, J. N. Britton,
Harold A. Pratt, D. M.
Dalrymple*





THEATRE IN EDUCATION SERIES

A series designed for infant, junior and secondary schools, for youth groups and for further education; books on theory and practice, plays for performance by children and adults to audiences of young people.

Just Out

CHINESE CHARM

Marjorie Dawe

PIRATES CAN'T BE GENTLEMEN

Jean M. Thorpe

RUMPELSTILTSKIN

Catherine Ellis Wilkinson

Other plays already published are :

THE PIED PIPER OF HAMELIN

Madge Miller

TITIAN

Nora Tully

HANSEL AND GRETEL

Madge Miller

Instructional books in this series :

DRAMATIC WORK WITH
CHILDREN

Mrs. E. M. Langdon

THE MODEL THEATRE

Jan Bussell

MAGIC AND MAKE-BELIEVE

Robert G. Newton

PLAY PRODUCTION

John Allen

BOOKS AND MATERIAL FOR
SCHOOL AND YOUTH DRAMA

Joan Collins

Uniform Demy 8vo

Paper 2s 6d Board 3s 6d net

12 Park Place, St James's, London SW1



A supplementary List will shortly be sent to all on our Mailing List. New lines are being added to our already unique range.

HERE'S AN

ALL-PURPOSE SWING FOR THE UNDER-FIVES

A prime hardwood frame 6ft. in height suitably splayed for rigidity with safety seat. Folds flat when not in use.

We supply floor plates which are easily fitted to the playroom floor into which quick-thread screws hold the frame completely rigid however hard the use. On a fine day the swing can be erected out-of-doors in a couple of minutes with spikes supplied for its fixing.

NURSERY EQUIPMENT (SALES) LTD.

1263 LONDON RD., NORBURY, LONDON, S.W.16

The World's Greatest Bookshop

FOYLES

★ FOR BOOKS ★

FAMED FOR ITS EXCELLENT
EDUCATIONAL BOOKS DEPT.

*New and secondhand Books on
every subject. Quick postal service*

119-125, CHARING CROSS ROAD, LONDON, W.C.2

Gerrard 5660 (16 lines).



Open 9-6 (including Saturdays)

THE NEW ERA

in home and school

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
NOT TO BE REMOVED
FROM THE LIBRARY.

The Roots of the Comprehensive School . . .

John Croft

Art is Understanding and Peace . . .

I. S. Szuts

Foster-Parents' Problems . *Christine M. McCormick*

The City Child in the Country *Shirley & Hans Hoxter*

Book Reviews . . . *Margot Hicklin, Alma S. Wittlin, N. Hans, W. Viola*



THE EDUCATIONAL DEVELOPMENT OF CHILDREN

W. GLASSEY, B.A., M.Ed., *Assistant Inspector of Schools, Croydon, and*

E. J. WEEKS, M.A., M.Sc., Ph.D., *Inspector of Schools, Croydon*

With a foreword by SIR CYRIL BURT

This book written for all concerned with school records, meets the request for a
New single volume containing all the information in a simple and comprehensive form.
Book It covers all aspects of child development—intellectual, physical and emotional
8/6 net —from the teacher's point of view.

THE TEACHER IN A PLANNED SOCIETY

W. R. RICH, M.A., Ph.D., *Principal, City of Leeds Training College*

An examination of the function of the teacher now that he has become a public
New servant, or, as the author puts it, and 'agent of the community'. This examina-
Book tion is set against the background of the social structure, and, in particular, of
5/- net the educational revolution which began about 1800 and reached a culminating
point in the Education Act, 1944. Seventh book in the series "Educational
Issues of To-day," edited by W. R. Niblett.

THE EDUCATION ACT, 1944

H. C. DENT, *Author of "To Be A Teacher"*

Its purpose, provisions and possibilities. For the teacher, parent or student
4/6 net who wishes to be well-informed on the Act and its administration, this hand-
book is an invaluable guide.

"... a highly useful summary of the Act."—*A.M.A.*

*Our enlarged and revised 1950 Mental Test
Catalogue is now available on application*

UNIVERSITY OF LONDON PRESS LTD.
WARWICK SQUARE LONDON E.C.4

THE NEW ERA

in home and school

YOUNG CHILDREN—TWO TO SEVEN

Reading in the Infants' School *M. Brearley*

When Things go Wrong in Early
Childhood . . . *H. A. T. Child*

The Nursery School and the
Community . . . *Dorothy Hall*

Physical Growth of Children . *Lindsey W. Batten*

Book Reviews . . . *R. Allan, K. Millins*
Vernon Mallinson



READ, MARK, LEARN

RODNEY BENNETT, M.A.

The ability to read thoroughly, exactly and honestly, with a grasp of general sense is so valuable as to deserve more cultivation than it usually receives. The four books in this Series provide a collection of suitable short passages which build up a graded course of training in what may be called thoroughness, perception, and the simplest kind of logic and truthfulness. "Every child needs training in clear thinking and concentration, and books like Mr. Bennett's which supply this training are particularly welcome."—*Times Educational Supplement*.

Book 1, Paper 1/3 ; Limp Cloth 2/-
Book 2, „ 1/5 ; „ „ 1/10
Book 3, „ 1/6 ; „ „ 1/10
Book 4, „ 1/8 ; „ „ 2/-

Notes for Teachers, 9d.

PAUL THE VALIANT

E. A. E. FLEMING

This book introduces the school child to the beginnings of Christianity through an intimate life study of St. Paul. Written in any easy style this book is intended for boys and girls of 12 years and over.

New Impression, 3/-

STANDARD ENGLISH

First Series

H. D. BRADBURY

This series of four books provides a complete course of training in English for children of 7 to 11 years of age. The abundantly illustrated exercises have a two-fold purpose. (a) They arouse in the children the desire to speak and write clearly, (b) By direct constructive teaching in place of the laborious daily correction of innumerable mistakes, they give the children the power to write correctly. Five fundamental elements of English are recognised: Sentence Construction, Punctuation, Grammatical Usage, Vocabulary, Spoken and Written Composition. In every book one complete section, containing a great variety of exercises connected by a continuous thread of teaching, is devoted to each element.

Book 1, Paper 1/2 ; Limp Cloth 1/10
Book 2, „ 1/4 ; „ „ 1/8
Book 3, „ 1/4 ; „ „ 1/8
Book 4, „ 1/6 ; „ „ 1/10

STANDARD BEARERS

ELIZABETH CLARK

This little volume relates some of the stories and legends that surround the names of the patron saints of these islands—St. George of England, St. David of Wales, St. Andrew of Scotland and St. Patrick of Ireland.

New Impression, 3/6 net

ACTIVITY GAMES

P. M. KINGSTON

A most valuable handbook for all associated with organising games. It contains over a hundred games, both outdoor and indoor, suitable for boys and girls in Primary and Secondary Schools and Youth Organisations.

New Book, 2/-

Write for our 1950 INFANT SCHOOL CATALOGUE

UNIVERSITY OF LONDON PRESS LTD.
WARWICK SQUARE **LONDON E.C.4**

THE NEW ERA

in home and school

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION
NOT TO BE REMOVED
FROM THE LIBRARY.

The Meaning and Marking of
Imaginative Composition *edited by J. N. Britton*

A Comment on the above
Research *M. L. Hourd*

An Experiment in Training
College Selection *David Jordan*

The Art of Movement in Edu-
cation *Lisa Ullmann*

The Treatment of Some Mal-
adjusted Children in France *Ernest Jouhy*

Book Reviews *E. Moberly Bell, Rhoda
Dawson, Geoffrey Trease*



THE NEW EDUCATION FELLOWSHIP

A WORLD MOVEMENT (17,000 members) organized in self-governing National Sections. It seeks through right education to lay the foundations of a world community.

THE NEW EDUCATION FELLOWSHIP operates in Australia (six State Sections), Belgium, Colombia, Denmark, Egypt, England, France, India, Indonesia, Italy, Netherlands, New Zealand, N. Ireland, Pakistan, Republican Spain, Scotland, S. Rhodesia, Switzerland, Union of S. Africa and U.S.A.

THE FELLOWSHIP'S INTERNATIONAL HEADQUARTERS organizes conferences, initiates research and publishes books, monographs and an international magazine.

MEMBERSHIP is open to all interested. Anyone wishing to become a member of the Fellowship should join his or her National Section. Addresses of Secretaries of Sections will be gladly sent on application.

If in addition to National membership it is desired to give extra support to the Fellowship's international work, World Fellowships are available. For example, for £1 1s. sterling (or \$4.50) a year an individual can be attached to International Headquarters and receive *The New Era* monthly magazine and international news.

NEW EDUCATION BOOK CLUB—a service for all interested in forward looking educational developments. Books are posted direct to any part of the world. Prospectus on application. Subscription £1 sterling (\$4.50) for three consecutive books.

THE NEW ERA IN HOME AND SCHOOL is the international magazine of the Fellowship, and is published monthly. Subscription 12s. sterling (\$2.00) a year post free.

INTERNATIONAL HEADQUARTERS :

1 PARK CRESCENT, LONDON, W.1, ENGLAND

62.

THE NEW ERA *in home and school*

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

NOT TO BE REMOVED
FROM THE LIBRARY

Number in the Primary School	<i>M. Brearley</i>
Early Aesthetic Education .	<i>Enid Gentry and Nora Proud</i>
Children in Residential Nurseries	<i>M. H. Holmes</i>
Primary Class	<i>E. H. Ray</i>
The London Child's Play .	<i>E. M. Cecil</i>
Attitudes Observed in Seven-and-Eight-Year-Olds . .	<i>Frances Tustin</i>
The N.E.F in Germany . .	<i>Wyatt Rawson</i>
Book Reviews	<i>Wilfred Broughton, E. R. Boyce, Clive Sansom, J. Cornish-Bowden, K. F. Hirsch, D. W. Winnicott, A. A. Bloom, F. Peett</i>



Fundamental Arithmetic

P. B. BALLARD, M.A., D.Lit.

The first four books give a complete training in the fundamentals, and the three senior books apply these fundamentals to problems up to a high standard. Each book should be covered roughly in one year.

Book 1—Paper $1/2$: Limp $1/10$

Book 4—Paper $1/3$: Limp 2/-

Book 2—Paper $1/2$: Limp $1/9$

Book 5—Paper $1/7$: Limp 2/-

Book 3—Paper $1/3$: Limp 2/-

Book 6—Paper $1/7$: Limp $1/10$

Book 7—Paper 2/- : Limp $2/6$

Particulars of Teachers' and Answer Books on request

Teaching the Essentials of Arithmetic

P. B. BALLARD, M.A., D.Lit.

Here Dr. Ballard puts the teaching of Arithmetic on a sounder psychological basis. He has investigated various methods of teaching the subject, and as a result of his research strongly advocates certain methods of building up mathematical knowledge.

6/6 net

Arithmetic in Action

E. BRIDEOAKE and I. D. GROVES

The scheme outlined in this book by way of such activities as weighing, measuring, shopping, games, etc., take the children from their first number knowledge to the working of problems in the four basic operations. If the method is revolutionary and upsets many careful preconceived schemes and plans, it does foster a process of mental growth engendered by close contact with the material world in which a child will ultimately live.

Illustrated.

5/- net

*Inspection copies of the above books and/or a copy of
our Complete Catalogue will be sent on application.*

UNIVERSITY OF LONDON PRESS LTD.
WARWICK SQUARE LONDON, E.C.4

THE NEW ERA

in home and school

CO-EDUCATION IN ENGLAND

Boys and Girls	<i>C. M. Fleming</i>
Co-Education	<i>W. R. Niblett</i>
Co-Education in the Day Continuation School	<i>B. Z. Cohen</i>
Co-Education and the Teacher in Day Schools	<i>F. V. Checksfield</i>
Personal Relationships in the Co-Educational Boarding School	<i>Kenneth C. Barnes</i>
Presentation, Content and Co-Education	<i>John Widdows, Basil L. Gimson, Beryl Biggs</i>
Book Reviews	<i>A. K. C. Ottaway, Alexander Laing, Vernon Mallinson, G. Patrick Meredith</i>



Books for the School Library

Debbie Robbie's Day Nursery

DICK AND JOAN ROBINSON

A gift book for the very young child, telling in simple language, with a picture on every other page, how Debbie Robbie made her first encounter with social life among children of her own age in a day nursery. This little book should bring confidence to the child about to take the big step of leaving mother. Ready this month.

3/6 net



The Story of Widgery Winks

RODNEY BENNETT

In this book Widgery Winks does all the things that every boy and girl would like to do, given small enough size, a pair of wings, and nobody to say 'Don't'. He had to make his own life, and he did, and dozens of friends too, best of all the Dormouse family, who one and all lent him a hand, and showed him their houses, and made him at home until the never-forgotten day when he came into a home of his own. With numerous illustrations by Franke Rogers

6/- net

The Marvellous Adventures of Percy Pig

RODNEY BENNETT

The story traces the career of a pig from infancy in the farmyard to maturity in the larger world. Its chapters, short enough for single readings, are self-contained, yet have enough serial connection to carry on the interest. With its fun, imitative noises, action and amusing pictures, the book is suitable as a first continuous reader for children of about seven and eight years of age.

4/6 net



Timber

JUDITH M. BERRISFORD

The fun begins right at the opening of the story, when young John Lambert unexpectedly becomes the owner of Timber, a fine chestnut colt. We read of his first fall; how the hounds forsake the fox and capture Mother Higson's Sunday joint; how John takes part in a thrilling paper chase, and how he and Timber carry off the show-jumping honours at the County Show. These are but few of the incidents in this exciting and amusing story. Illustrated in colour and black-and-white.

6/- net

*Copies of our 1950 BOOKS FOR BOYS AND
GIRLS CATALOGUE are available on application.*

UNIVERSITY OF LONDON PRESS LTD.
WARWICK SQUARE
LONDON, E.C.4

THE NEW ERA

in home and school

NOT TO BE REMOVED
FROM THE LIBRARY

C.

Education in Germany To-day

Franz Hilker

Tact in the Classroom . . .

William Walsh

Further Experiments in Inter-
national Education . . .

C. Gattegno

How Italian Education Strikes
one Englishman . . .

John Croft

. . . and here in Holland we
Built a Ship . . .

Els Bromberg

Book Reviews . . . *C. Gattegno, Rhoda Dawson,
K. F. Hirsch*



HEINEMANN

CREATIVE FRENCH

VERNON MALLINSON

Book One of this three-volume course was most enthusiastically praised; and constituted "an event in the language teaching world."

Book Two maintains the important features and high standard of the first book. Again the aim is to lead the pupil, through his or her immediate interests, "creatively" to handle the French language in speech and writing; to read widely and freely in a new and exciting literature; and to learn something of the life and culture of France. The book is lively throughout—full of humour, songs, stories, poems, and dramatic work. There are delightful illustrations by Ian T. Morison and many full page half-tone plates.

Book One 4s. 6d. Book Two 5s.

Book Three ready Summer, 1951

Some French Readers

Poil de Carotte

JULES RENARD

"Excellently produced, with notes, exercises, and vocabulary. The imagination of teacher and taught will be exercised to the full. The illustrations are altogether delightful." *Modern Languages*. For third-years students. 3s. 6d.

Nous les Gosses

VERNON MALLINSON

"A wholly delightful reader for third-year pupils which cannot fail to whet the appetite of the least hungry for French. The 'stills' from the film are of outstanding beauty."—*Times Educational Supplement*. 2s. 6d.

Loups, Diables et Géants R. J. LE GRAND

"Eight charming tales . . . The language in which they are written is delightful; the notes are ample, the exercises varied, and there is a full vocabulary."—*Times Educational Supplement*. For third and fourth-year students. 3s. 6d.

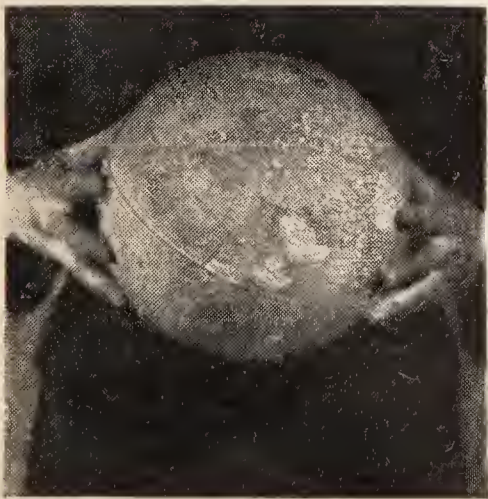
99 GREAT RUSSELL STREET, W.C.1

Philips' Multi-purpose

ROLLING GLOBE

Specially designed; may be used either as an ordinary globe or as a "rolling-globe"

*The Ball may be handled freely
as a rolling globe*



HERE AT LAST is a Globe which may be parted from its stand and meridian by a simple movement, and may be as readily re-assembled. Once separated, the ball may be handled freely as a "rolling-globe", an advantage long desired by those wishing to convey a true conception of the Earth in space. The base is designed to be used as a support for the ball in its meridian, and as a simple cup on which the ball may rest in any desired position. When so resting the meridian can be used to demonstrate great-circle routes and distances. Graduations on the interior of the base give great-circle distances over shorter routes.

10-in. Ball politically coloured, in specially designed meridian and stand of plastic

AVAILABLE NOW **45/-** NO WAITING LIST

NET

GEORGE PHILIP & SON LTD. 32 FLEET STREET
LONDON, E.C.4



